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ABSTRACT

The manual for the remediation of perceptual handicaps at the early childhood level provides information on child development, identification and testing procedures, training procedures, 20 lesson plans, and a listing of instructional materials. It is explained that the instructional program can be used in individual tutoring or small group settings, can usually be completed in 20 to 25 weeks, includes techniques borrowed from the education of deaf or aphasic children, and is appropriate for use by parents or non specialist teachers. Outlined are the developmental sequences of normal child development in the motor, sensory-perceptual, and language-conceptual areas. Recommended for the identification of children with interrupted development are procedures such as a checklist of student characteristics, and a battery of tests in the areas of motor perception, auditory perception, visual perception, and language. Stressed for training the auditorially handicapped child is teaching language related to the calendar to develop time concepts. Among suggested activities for perceptual training are identifying body parts (motor), identifying location of sounds (auditory perception), and reproducing figures (visual perception). Also provided are activities for the development of receptive, expressive, visual receptive, and visual expressive language including a phonic multisensory reading method. Given for each lesson plan are activities in areas such as color, form, perceptual-motor development, auditory perception, phonics, language, number, writing, and classification. Also included is a sample progress report; a listing of instruction materials (with sources), three associations concerned with learning disabilities, three periodicals, and five publications for parents; and a bibliography of approximately 60 items. (DB)

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DEVELOPING A CHILD'S POTENTIAL

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This manual is submitted as a supplement to the Title III, ESEA 89-10 70-13 Final Report on the Auditory Perceptual and Language Development Training Program.

The method and the handmade materials were developed prior to the Title III Project, but were used in connection with the auditory perceptual and language development training and the in-service training program under Title III, ESEA 89-10 70-13.

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The perceptually impaired children who inspired us, and whose progress has been a source of continuous pleasure and satisfaction.

With deepest gratitude

Ethel S. Jordan
Project Coordinator

DEDICATED

To the perceptually impaired children,
who are anxiously awaiting your help!

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PART I

FOREWORD

FOREWORD

This manual of methods and materials was constructed for the use of parents and teachers who are confronted with children who are "different".

These children, from all outward appearances, are perfectly normal. They have average or above average intelligence; their physical growth proceeds at a normal rate; they have normal hearing acuity; they have 20/20 visual acuity; they are friendly and relate well to people. But for some reason they do not learn as other children learn; they have a hidden handicap.

When these children are observed carefully, they are found to have dysfunctions in the motor, sensory, and language areas of development, and these dysfunctions might range from mild to severe. They differ widely in their individual patterns of development, but most of them have disturbances in all of the following areas to a degree, even though there might be, and usually is, one primary area of dysfunction:

a. Body image
b. Tactile discrimination
c. Kinesthetic perception
d. Auditory perception
e. Visual perception
f. Motor coordination
g. Visual-motor coordination
h. Figure-ground discrimination
i. Spatial orientation
j. Temporal sequencing

k. Language development

l. Integration

m. Memory

These difficulties make it almost impossible for these children to cope with the learning tasks for which they are not ready, developmentally.

It has not been fully determined at this time why these children do not develop normally. It appears that the problem is neurophysiological, and that in many cases it is genetic. It affects more boys than girls on a ratio of about 5/1.

But it has been established that, through certain diagnostic procedures, whether they are specific diagnostic tests or diagnostic teaching, for some reason the in-coming sensory information is not processed properly, so that the out-going responses are organized and appropriate. In other words, these children do not function normally. Their achievement level in academic subjects is low, even though they might have superior intelligence. It is this discrepancy between achievement and ability that constitutes a learning disability.

When children have learning disabilities, they cannot learn in the same way that normal children learn; they have to have a different approach to learning. They have to be taught what other children learn naturally.

It is generally agreed that there is a definite sequence in the process of growth and development and a systematic progression in the learning process. It does not necessarily follow that all children must complete each stage of development within a certain time or at the same age, but they should go through the sequence progressively to reach their full potential. If they do not develop fully through each stage, before going on to the next stage, they probably will never mature completely.

These children can overcome their disabilities, but they need to go back and catch up on all of the important basic functions, and integrate them into a meaningful and solid foundation for all later learning. They can do this only if their difficulties are recognized early, and an intensive training program that builds the basic developmental skills sequentially is structured for them.

This presents an extremely complex educational problem, because it is estimated that approximately 20% of the children sitting in classrooms in our public schools are educationally handicapped. These children must be identified and provided the type of training that is necessary to alleviate their learning problems, regardless of the cause of their dysfunctions. The classroom teacher cannot be expected to give individualized instruction to these children when there are twenty or twenty-five other children in her classroom.

Conversely, there will probably never be enough trained specialists to treat these children on an individual basis, and if there were, the cost to the school district would be prohibitive. Therefore, the type of program and the intensity of the service provided for these children in a public school setting must be planned to match the severity of their dysfunctions. For those with relatively mild developmental deficits, a resource type program on an individual or small group basis with specially trained itinerant personnel for forty-five minutes a day will be adequate. For those with moderate to severe dysfunctions, self-contained classrooms must be established, where intensive training is provided through a structured and sequential developmental program all day every day. The classroom should be of regular size, and no more than fifteen children should be in the class. The teacher must have had training in the developmental program to be most effective.

Ideally, the children should be identified in their pre-school years and parents should be alerted to the importance of the early training in the basic developmental skills which are necessary for the later learning of academic skills. Unfortunately, the physicians, who are usually the first professional people to examine the very young children, do not generally find neurological evidence of impairment in these learning disabled children, and they are not generally cognizant of their educational deficits. Therefore, there is little possibility of the identification of children with learning disabilities until they move into some sort of educational setting. Even then, teachers generally are not cognizant of their learning deficits, and very often there are no specialists that they can call upon for help.

At the present time there is great emphasis on early childhood education, and hopefully, the child development centers that are being established nationwide will provide specific training in the basic developmental skills for all children who are enrolled in them. Certainly, the training will not harm the children who do not especially need it, and those children with mild dysfunctions, who are so often overlooked, would have the benefit of the training. Those children who so desperately need the training would receive it at a time when the chance for success in remediation is the greatest.

By employing a structured, sequential, developmental program in a pre-school situation and/or first grade classrooms, the identification and diagnosis of learning problems is continuous. Whenever the children cannot complete an activity within a sequence efficiently and successfully, the teacher may repeat the activity by varying and expanding it within the sequence until the children do experience success and satisfaction. This becomes a form of diagnostic teaching, which allows for filling in all of the deficits in the learning process, many of which are not detected even with the most sensitive diagnostic tests that are available to educators at the present time.

Since optimum learning takes place through intersensory functioning, the method presented in this manual is structured upon a multi-sensory approach, beginning at the lowest sensory-motor stage and training each sensory system singly and intergrating it with the other sensory systems to achieve an automatic level of performance. It proceeds in step by step progression through the natural sequence of development, and incorporates the language related to each phase of the developmental sequence consistently and continuously, and this leads to the acquisition of the academic skills of listening, speaking, reading, writing, and spelling. By beginning the training at the basic levels of development and building in a chronological sequence, the weakness in any one sensory channel, or in the integration process for concept formation and retention, is ameliorated by the association of all sensory pathways to complete the final integrative processing.

Even when older children with learning disabilities are not identified until after they have experienced failure in a school situation, it is essential that their training, too, be initiated at the lowest levels of sensory-motor perception and proceed through the developmental sequence to achieve their total development. It might be likened to dropping a stitch in a sweater. In order to perfect the garment, it is necessary to go back, pick up the stitch, and integrate it with all of the other stitches. Likewise, the total development in children is accomplished through the continuous interweaving of all in-coming sensory information, because activity in any one sensory system affects all of the other sensory systems in the total integrative process.

Therefore, training should begin at the lowest level of sensory-motor functioning in all areas simultaneously to accomplish the necessary integration as the training progresses. This is imperative whether the children are pre-school age or young adults. It is also true regardless of the nature or extent of the dysfunctions. Training just in the specific deficit areas does not accomplish the major objective of developing a child's full potential. The approach must be a total educational approach based upon the developmental learning theory that children develop through successive levels, and each level is dependent upon the completion of the one that preceded it.

There will be some opposition to this philosophy, and there will be the argument that it is not necessary to go back to basic skills with older children. However, if one wants to learn to play a musical instrument, he must begin by learning the notes and practicing the scales, regardless of his age at the onset of his training. Also when training is begun above the disruption in the developmental sequence, the child experiences failure, and he still has to go back further in the sequence to effect a change in his learning pattern. His problems are compounded, then, through his failure to perform, and much more time is required to go back and reconstruct a training program for him than to begin at basics and work up. If a child functions successfully at basic level, it is not necessary to train at that level. A perceptive teacher will be able to move skillfully to the next level in the sequence, and challenge the child's ability to perform.

If, however, the child experiences any difficulty at any level, the teacher may plan a variety of additional activities to expand and enhance the training within the sequence, until the child has gained mastery at that particular level of development. The teacher, then, detects and corrects any deviancy that might cause later learning problems.

In this type of approach the child functions within a success pattern every step of the way, gains confidence in his ability to perform, and develops a love of learning. It is the cultivation of the child's feeling of success that builds his self-esteem and a positive self-image, which is really the ultimate goal in any system of education. If the child feels that he is a successful learner, he will enjoy the learning, and gain satisfaction from it. No other motivation is necessary.

The method was employed successfully in a Title III ESEA project entitled, "Auditory Perceptual and Language Development Training Program", which was implemented in the Boise Public Schools in the fall of 1969 and continued through June, 1972.

The research project operated as a resource type program with speech and hearing personnel conducting classes with two children in each class for one half hour each day for four days each week.

The experimental program, which was an outgrowth of the Title III project, operated as a self-contained classroom. It was a developmental first grade class taught by a regular classroom teacher, who had had the advantage of the in-service training provided by the Title III project staff.

The final report of the project which explains the development of the project, the objectives, the activities, the educational strategies, and the outcomes, which were substantiated by statistical data, is available through the Title III Office of Dissemination, State Office Building, State Department of Education, Boise, Idaho 83707.

This manual, "Developing A Child's Potential", is submitted as a supplement to the Final Project Report in the hope that it will serve as a guide to parents and teachers, who have an earnest desire to train these handicapped children who so desperately need their help. It is not intended to be a scientific treatise on learning problems, and therefore, it is presented in simple language that the layman can understand and follow.

The method of presentation is structured on the developmental sequence of learning, and although it is not intended as the only approach to training, it should not be combined with other techniques of training until the basic skills necessary for further learning have been firmly established. This can usually be accomplished with a group of pre-school or first grade children with normal intelligence in a period of twenty to twenty-five weeks. However, for those children, who have experienced repeated failures and learned to compensate for their dysfunctions, the time will be greatly extended. For those children who have reached third or fourth grade levels, the success of the training is problematical. Two or more years of training are required before they can function independently in the classroom. Prevention is infinitely more beneficial than remediation!

Most of the techniques presented in the manual are not original. They have been gathered from many varied sources, but particularly from those related to the education of deaf and/or aphasic children. They have been structured in a sequence for those parents and teachers who do not have the time nor the sophistication required to review the literature, gather, and sort the teaching strategies and materials, and construct a program for training learning disabled children. Highly trained and certified specialists in all areas are not available to most teachers and rarely to the parents.

However, the manual by itself is not sufficient to accomplish the results that are possible from using the techniques presented.

Every teacher and parent should acquire some skill in the use of the techniques through observation and/or training. Hopefully, such training will be made available through adult education in the colleges and in the community schools within the near future. Until that time, anyone using the method should practice the techniques prior to employing them with children.

Also, everyone attempting to work with learning disabled children should obtain all of the additional information possible by referring to the bibliography. Much valuable information from a wide variety of sources is also available through the current periodicals that are listed in the back of the handbook, from the U.S. Department of Health, Education, and Welfare, and from the Association for Children with Learning Disabilities and its state affiliates, particularly the California Association for Neurologically Handicapped Children (CANHC).

The handbook is made up of the educational information that was presented in the in-service training program for all Title III project personnel, speech and hearing clinicians, and five teachers from the parochial schools within the Boise area.

The information is presented in outline form to facilitate its use, and the various phases of the program are color coded for ready reference. The outlines present the vertical program in the sequence of development, and each level must be mastered before moving to the next level.

The horizontal program, introducing all phases of the vertical program concurrently, is presented in the lesson plans. No time limit has been set on the completion of each lesson plan, because the material in each one must be mastered to the point of independent functioning, whether it takes a day, a week, or a month. Some children will move swiftly through some of the activities, but have to spend a great deal of time on others.

The program is designed to develop only the basic skills necessary for later learning. It may be supplemented by other perceptual-motor, visual perceptual, and auditory perceptual programs that have been produced commercially, as long as they remain within the sequence of development. The phonics program may be followed successfully by the Open Court Method, or the Phono-Visual Method, both of which are correlated language arts programs based also upon the Yale Chart spellings. The Key to Straight Language should be developed beyond what is presented in the outlines, which contain only the beginnings of the language structure presented in Edith Fitzgerald's "Straight Language for the Deaf", Washington, D.C.: Volta Bureau, 1969.

Before beginning the training with a perceptually impaired child, it is important that the person working with him has some general knowledge of the rationale of learning problems, in order to approach him with the proper attitude. Therefore, the following observations and conclusions, which have been reached through long association with perceptually impaired children, are listed with some repetitions for the benefit of the newcomers to the field of learning disabilities:

1. The child needs to know that he has a learning problem.
2. All children want to learn, and most children will learn by any method.

3. There is a percentage of children who cannot learn by the usual methods employed in the classroom, because they have not attained the perceptual development necessary for formal learning.
4. Perception is *learned*, and therefore, it can be trained.
5. Why most children learn naturally, and others must be taught the basic skills is a question. The problem appears to be a neurophysiological dysfunction; that is, the problem arises from within the child, and in many cases it appears to be genetic. Or it might be due to environmental factors which preclude the essential early training in the home.
6. Whatever the cause, children with perceptual deficits are not oriented in time and space. Their concept of the world is confused, and they suffer frustrations all day long. They learn to compensate for their lack of development in the perceptual skills by making continuous adjustments, but learning to compensate is not developing their potential intellectual capacity. They get further behind in their academic skills as they move through the grades. If they are not clever enough to compensate, they become so frustrated that they develop emotional and psychological problems. These children usually work harder to achieve at any level in the classroom than normal children, and they never feel comfortable and enjoy learning as those children who do not have these dysfunctions.
7. The reported percentage of children with perceptual impairments is increasing. This might be due to:

a. The improved identification and diagnostic measures that are available to teachers and specialists.

b. Relatively recent changes in the pattern of living, which have been brought about by working mothers and commuting fathers. They do not have the time to spend with their children to develop the perceputal skills, to read to them, or to converse with them.

c. The advent of television. Children spend a great deal of their time watching television. This reduces the amount of physical activity which they get, and therefore, they do not develop the perceptual-motor skills that they need for later learning. Also watching television is a passive activity. The children do not have to make any immediate responses, and they do not have to remember and respond at a later time. Consequently, they do not process and integrate incoming sensory information, and they do not develop adequate auditory and visual memory.

d. The many restrictions placed upon children which interfere with their perceptual-motor development. Babies are confined to cribs and play pens, and they are not allowed to be on the floor, where they can learn to crawl and creep. Children live in neighborhoods where they are not permitted, or do not have the opportunity, to climb trees, walk fence rails, jump rope, roller skate, play hop-scotch, etc., to develop motor coordination.

8. Parents should be alerted to the importance of sequential development, so that they can train their children in the perceptual skills in the early years of life. Some good sources of information are:

   Crosby - *The Waysiders*
   Delacato - *Diagnosis and Treatment of Speech and Reading Problems*
   Englemann - *Give Your Child A Superior Mind*
   Gesell - *First Five Years of Life*
   Kephart - *The Slow Learner in the Classroom*
   Montessori - *Own Handbook* (Paperback)
   Orton - *Reading, Writing, and Speech Problems in Children*
   Vallett - *Prescriptions for Learning*

9. Educators must be made aware of perceptual impairments, and they must realize that the public schools have a responsibility to educate children with learning problems resulting from perceptual deficits. They must recognize the magnitude of the problem, and provide for developmental training as early as possible.

   Ideally, training should begin in kindergarten, so that these children do not experience failure in the first grade. Kindergarten programs should be structured for sequential developmental training, because perceptually impaired children must have their environment structured for maximum learning. Where there are no kindergartens, training must begin right where the children are. More progress is made with first and second grade children, and recovery drops sharply with third and fourth grade children.

It follows, then, that if perceptually impaired children are not identified early and given the proper placement and training, rather than the customary social promotions, they become the high school "drop-outs", and a large percentage of them wind up in the juvenile courts. Dr. Chester D. Perembo, Director, Department of Psychology, Children's Hospital, Denver, Colorado reported at the Association for Children with Learning Disabilities Convention at Tulsa, Oklahoma in 1966, that he had spent ten years as chief psychologist of the Denver Juvenile Court, and he said, "In my experiences there I have come to feel very strongly that many (as high as 50%) of the children that we were seeing were experiencing specific learning disabilities." (Selected Conference Papers, 1966, p. 145). Recent studies indicate that 80% of juvenile deliquents have perceptual impairments. The implications here are that the public schools face the responsibility for the social maladjustment of learning disabled children as well as their education.

10. Teachers must understand that:
    a. There is a developmental sequence in learning, and the child with learning disabilities has suffered a breakdown in the sequence.
    b. There is some cause for the child's inability to learn,

and it is not because "he is lazy", "stubborn", "won't pay attention", "doesn't want to do it", or "isn't trying."

c. The child with perceptual impairments often develops an emotional overlay, because of his continuous confusion and frustration, and he either withdraws or becomes a behavior problem. Unless something is done to help him, he may develop a full fledged emotional problem.

d. The teacher's attitude toward the child is all important. She must believe in him and expect him to learn. She must use praise for correct responses, and she must work within a success pattern so that he makes correct responses.

e. There will probably never be enough specialists to train these children in the perceptual skills, so the classroom teachers must become aware of perceptual deficits; know how to recognize them; and know the strategies employed in the training to alleviate them.

This manual is submitted with the fervent hope that it will assist parents and teachers to identify a child suffering with perceptual impairments early in his childhood, and give him the appropriate training to allow him to develop his full potential!

Ethel S. Jordan

PART II

CHILD DEVELOPMENT

CHILD DEVELOPMENT

Educators generally recognize that there is a definite developmental sequence, or a systematic progression, in the learning process. The basic premise in this philosophy is that a child develops through the first stage and gradually moves to each succeeding stage. If he does not develop fully through one stage before moving to the following stage, he experiences difficulties in all successive stages of his development.

The child suffering from perceptual impairments has not progressed through the sequential steps in the learning process, and by the time he enters school, his difficulties are evidenced in his interpersonal relationships as well as his lack of achievement in his school work.

Before it can be determined where the breakdown in the sequence occurred, it is necessary to trace the normal child's progression from the earliest motor experimentation to the establishment of abstract concepts.

CHILD DEVELOPMENT

There are three stages in the developmental sequence of learning:

Motor
Sensory - perceptual } Continuous interweaving
Language - conceptual

I. Motor - movement
  A. Reflexive
  B. Motility - random movements - moves arms and legs aimlessly
  C. Mobility - begins to move
    1. Rolls over
    2. Crawls - homolateral pattern
    3. Creeps - cross pattern
    4. Walks - cross pattern
    5. Runs
    6. Jumps
    7. Hops
    8. Skips - highest order of coordination of both sides of body
  D. Concurrent with movement patterns the child develops:
    1. Eye muscle control
    2. Dominance of right or left side of the body
    3. Body image - imagery
      a. A good body image is necessary for the child to:*
        1. Distinguish one part of the body from another
        2. Distinguish between the upper and lower parts of the body (Horizontal midline)

---

*Adapted from The Slow Learner in the Classroom, Newell C. Kephart, Charles E. Merrill Publishing Company: Columbus Ohio, 1960

3. Distinguish between right and left sides of the body (Vertical midline)
4. Initiate movement
5. Judge the space that the body occupies
6. Develop laterality

   "Laterality is the internal awareness of the right and left sides of the body and their difference" (Kephart, p. 44)
7. Develop directionality

   Laterality must be established before it can be projected into space -- into directionality

   a. There are three kinds of space:
      1. Near space - body to 10 inches
      2. Mid-space - intermediate - as far out as I can reach
      3. Far space - beyond where I can reach

         (The eye is responsible for spatial organization beyond the fingertips)

   b. Directionality is very important for the development of the language that relates to all spatial organization:
      1. "I" am the center of my universe, and there are six spatial positions in relation to my body. The language for these positions is that everything is either:

in front of	above	at the right
behind	below	at the left

2. The language that relates to the body itself is:

   right side   top   upper   front
   left side   bottom   lower   back

3. The language in spatial relationships - one object to another and to my body - is:

   under   right   in front of   near
   over   left   behind   far

4. The language in movement is:

   forward   sideward   upward
   backward   downward

b. Good body image is important then, because it is the:
   1. Basis for the development of all perceptual skills
   2. Basis for all psychological functions
      a. It determines how a child feels about himself
         1. Self-identification - "I"
         2. Sense of security
         3. Self-confidence
         4. Self-esteem
         5. Feeling of self-worth
         6. Self-image

Note: An excellent manual for child development from birth to three years of age is Freedom of Movement and Learning, Copyright 1972 by Merle Stoddard, Easter Seal Center, 1527 Laurel Avenue, Twin Falls, Idaho 83301.

II. Sensory - perceptual

Perception is attaching meaning to what is received through the various senses:

Kinesthetic - sensation of movement
Tactile - touch - feels
Auditory - hears
Visual - sees
Gustatory - tastes
Olfactory - smells

Perception develops in a sequential order:

A. Kinesthetic and tactile perception — Begins slightly later than the initial movement stage. It is so difficult to distinguish between kinesthetic and tactile perception that there has been a new word used in recent literature that includes both. The word is "haptic". There is feeling and sensation involved in movement, so certain perceptual information is automatically generated during movement. Perceptual-motor integration takes place concurrently with movement and continues through many levels in the process of development.

B. Auditory perception

Auditory perception is the temporal aspect of learning. It is attaching meaning to what is received through the ear -- to what is heard. It is more than hearing; it is recognizing, processing, and integrating what is heard. It is possible to hear sound perfectly, but not be able to interpret what is heard. Auditory perception develops sequentially:

1. Recognition - awareness - hear the sound
2. Identification - what the sound is
3. Localization - where the sound is coming from
    a. Involves direction and distance
    b. Involves time - speed at which the sound is received
4. Figure-ground
    a. Distinguish between specific sounds among others
    b. Separate one sound from background noise
5. Discrimination
    a. Ability to detect likenesses and differences between sounds
        1. Gross sounds
        2. Environmental sounds
        3. High and low tones
        4. Soft and loud sounds
        5. Long and short sounds
        6. Speech sounds

C. Visual perception

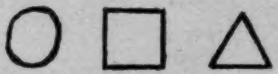
Visual perception is the spatial aspect of learning. It is attaching meaning to what is received through the eye -- to what is seen. It is more than seeing; it is organizing, processing, and integrating what is seen.

There are three levels in the development of visual perception:

1. Color discrimination
    a. Color is constant
2. Form discrimination
    a. Concrete objects
    b. Representational forms

        Form perception is more difficult than color, because it changes with size, tilt, brightness, and distance.

        1. There are three basic geometric forms:



            a. These three forms contain all the lines that form all written symbols:
                1. Curved line (open or closed)
                2. Straight line
                3. Oblique or diagonal line

            All of our letters and numbers are forms, so if a child cannot discriminate between a circle, a square, and a triangle, he won't be able to discriminate between the letters of the alphabet, or to discriminate between the numerals.

3. Size discrimination

Auditory and visual perception also develop concurrently with motor perception and with each other, and all are interrelated as they develop.

III. Language - conceptual

Language involves concept formation, and it is built upon perception and memory. Initial concepts are the outgrowth of generalized similarities of perception.

Language is the representational level where the child thinks; develops abstract concepts; has creative ideas and imagination. He uses symbols to represent objects, actions, and feelings in the form of gestures, sounds, words, pictures, letters, and numerals.

He develops the conceptual skills of comprehension (concrete to abstract); classification (general information); catorization (objects, animals, fruits, etc.); and abstract reasoning.

A. There are four levels of language development:
    1. Non-verbal language
        a. Ability to understand and use gestures
    2. Verbal language
        a. Ability to understand and speak the spoken word
    3. Reading
        a. Ability to relate the spoken word to the written word (Auditory - visual association)
    4. Writing (Involves spelling)
        a. Ability to produce the graphic representation of the spoken word
        b. Spelling is the ability to remember - re-auditorize (hear in the mind) and re-visualize

(see in the mind) the sequence of the letters that form the word

Spelling is the highest order of integration

Conclusion:

All three stages in the developmental sequence - motor, sensory, and language - are interwoven. They do not occur in isolation, and they do not follow each other; there is continuous overlapping and integration.

A child's development can breakdown at any one of the three stages, and wherever that breakdown occurs, it interferes with all successive levels of development.

III

IDENTIFICATION AND TESTING PROCEDURES

CHECK LIST FOR IDENTIFICATION OF A CHILD WITH A LEARNING DISABILITY

Pupil's Name____Birth Date________________

School______________________________________Grade______Age________________

Teacher's Name____Date____________________

_____1. Does he have average or above average intelligence?

_____2. Is he repeating or has he repeated a grade? Which grade?_______

_____3. Does he have poor body image?

4. Does he have poor coordination?
   - _____a. Is he awkward, clumsy, and bumps into things?
   - _____b. Does he have difficulty in walking, hopping, skipping, throwing and catching a ball?
   - _____c. Does he have poor balance?
   - _____d. Does he have difficulty handling a pencil, scissors, etc.?
   - _____e. Does he have difficulty writing?

5. Does he have poor visual perception?
   - _____a. Does he see figures, letters, or numbers reversed, inverted, or rotated? b-d, p-q, u-n, n-h, m-w, 6-9, etc.?
   - _____b. Does he see letters and numbers transposed? no-on, was-saw, 12-21?

6. Does he have poor auditory perception?
   - _____a. Can he distinguish between high and low tones?
   - _____b. Can he discriminate between speech sounds? p-t, t-k, f-th, th-s?
   - _____c. Does he confuse words that sound alike?

7. Does he have poor memory?
   - _____a. Does he have difficulty in following directions?
   - _____b. Does he have difficulty in copying material from the board?
   - _____c. Does he have difficulty in retaining and recalling what he has learned?

8. Does he have developmental defects in speech and language?
   - _____a. Does he omit or substitute sounds in words?
   - _____b. Does he substitute one word for another?
   - _____c. Does he have difficulty with pronouns and verbs?
   - _____d. Does he have difficulty with classifications and categories?
   - _____e. Does he have difficulty in expressing his thoughts?

9. Does he have difficulty with relationships?
   - _____a. tall-short, thin-thick, etc.
   - _____b. tall-taller-tallest, etc.

10. Does he have poor directionality?
    - _____a. Does he have difficulty learning left-right, up-down, forward-backward?
    - _____b. Does he have difficulty in learning which way the hands on the clock turn?

11. Does he have specific learning difficulties in reading, writing, or spelling?

Put a heavy check mark by each item that you feel is applicable to the child.

IDENTIFICATION

The early identification of children, whose natural development has been interrupted, is essential in order to recognize and correct any deviancy that might cause future learning problems. Ideally, screening tests should be administered to all pre-school children prior to placement in a first grade classroom. Then those children found to have perceptual impairments could be placed in a classroom with a teacher trained in the techniques for perceputal development. Unfortunately, in most schools children entering the first grade are placed in heterogenous groupings where all receive the same approach to learning. This is devastating to the children with perceptual deficits, who cannot learn by the usual methods employed in the regular classroom. They require specific perceptual training to lay the foundation for formal learning.

Children enter school with a wide range of perceptual abilities, and those with dysfunctions severe enough to be handicapping should be identified and given the type of training necessary to develop the basic skills before formal training is introduced.

Most first grade teachers are familiar with the Metropolitan Readiness Test, which is a good screening device, if it is interpreted properly, but they do not generally have any means of identifying those children with specific areas of dysfunction. Therefore, the following one-page checklist of behavioral symptoms for the identification of a child with learning disabilities is included to assist teachers in identifying children with learning problems in their classrooms.

TESTING PROCEDURES

After the check list has been completed, more specific information may be obtained by using the following battery of tests to assess the child's abilities and disabilities in the four major areas for consideration:

I. Motor perception

  A. Body image

    1. Draw-a-Man Test

      a. Drawing should be well proportioned.

      b. Major body parts should be hooked together properly (Age 5)

      c. Child will not include a part unless he has body imagery

    2. Identify parts of the body

      Show me your:

        shoulders
        hips
        knees
        feet
        eyes
        ears
        front
        back
        sides

      Touch your:

        nose
        mouth
        head
        elbow
        wrist
        ankle

        Note if he is unable to identify
        Note hesitancy or confusion

  B. Laterality - Crossing midline (Universal problem in L.D. children)

Directions:

"Close your eyes"

"Put your right hand over your left eye"

"Put your left hand on your right knee"

"Stand on your right foot and raise your left hand"

Note inability to perform

Note hesitancy or confusion

C. Eye muscle control

1. Ocular pursuit

a. Use pen with colored tip

b. Hold 18" from eyes

c. Say, "Look at the colored tip on the pen. Watch it while I move the pen. Try not to lose it"

Note inability to hold target

Note jerky or uneven movements

Both eyes

Right eye

Left eye

Lateral movements

Diagonal movements

Vertical movements

Rotary movements

2. Fusion or convergence

a. Hold pen about 18" from eyes

b. Ask child to look at colored tip

c. Slowly move to within 6 inches of eyes

Note whether both eyes move together toward nose

Ask, "How many do you see?"

D. Dominance

1. Hand

a. Observe which hand he uses to write, color, cut, eat, throw

b. Does he use one hand to write with and the other to throw?

2. Eye

a. Make circles with thumb and index finger on each hand

Put one circle over the other

Have child imitate

Say, "Look at me through the hole"

Note with which eye he looks through the hole

b. Use card with hole about 1/4" in diameter in it

Have child hold card with both hands

Ask him to hold card at arms length

Look at an object through the hole

Slowly draw the card up to eye, while he keeps object in view

Note which eye he uses at far point and near point

c. Tube or kaliedescope

Ask child to hold in both hands and look through the hole

Observe which eye he uses

3. Foot

Ask child to stand with his back to the wall

Say, "Hop on one foot across room

Turn around and hop back"

Observe which foot he hops on. Sometimes hops across room on one foot - changes to other foot to hop back

b. Hold your hand about height of child's shoulder
   Ask him to kick your hand
   Observe which foot he kicks with

c. Place large ball on the floor in front of child
   Ask child to kick ball
   Observe which foot he uses to kick the ball

E. Coordination

1. Ask child to:
   Walk
   Run
   Jump
   Hop
   Skip

   Note ability to perform tasks

F. Balance

1. Say, "Close your eyes
   Stand on one foot
   Touch your nose"

   Note ability to perform task

II. Auditory perception

A. Sound discrimination test

1. Detect similarities and differences between speech sounds:

Ask child to turn, so that he gets no visual clues

Say, "I will make two sounds

If they are the same, say 'Yes'

If they are not the same say, 'No'"

p - p

p - t

t - k

k - k

f - f

f - s

óo - óo

óo - aw

aw - ee

ee - ee

ar - ar

ar - aw

Note number of errors

2. Detect similarities and differences between sounds in words:

"I will say two words

If they are the same, say 'Yes'

If they are not the same, say 'No'"

(One phoneme different)

moon - noon

pet - pat

leaf - leave

pig - big

will - well

cat - cap

set - sit

art - ark

pin - pan

Note number of errors

3. Detect similarities and differences in tones :

Use pitch pipe

"I will make two sounds.
If they are the same, say 'Yes'
If they are not the same say 'No'."

Have child close his eyes

Produce two tones:

high - high
high - low
low - low
low - high

loud - soft
loud - loud
soft - soft
soft - loud

short - long
short - short
long - long
long - short

Note number of errors

B. Auditory memory test

1. Repeat a list of words:

Say, "I will say four words. Listen and say the words in the same order that I say them. Ready. Listen."

bed
house
shoe
car

airplane
railroad
hammer
bedroom

helicopter
refrigerator
escalator
telescope

Note number of errors

2. Repeat a sentence:

Say, "I will say a sentence. Listen and say the sentence the same as I say it."

"I see a door and two windows"
"He doesn't know where to put the boxes"
"She went shopping for a dress, a coat, and some shoes"

"The astronauts saw many interesting things on
their trip to the moon"

3. Follow oral directions:

   Say, "I am going to tell you to do something. Listen carefully and do just what I tell you to do."

   a. "Walk to the door"
   b. "Run to the window, and then turn around"
   c. "Stand up, fold your arms, and stamp your foot"
   d. "Go to the desk, get a piece of white paper, a blue pencil, and a paper clip."

   Note child's ability to follow the directions in the order given.

III. Visual perception

Developmental Drawings Test*

1. Circle (3-3½) - goes counterclockwise
2. Cross (4) - top to bottom - left to right
3. Square (4-5) - begin upper left corner - go down
4. Triangle (5) - begin at top and go left
5. Divided rectangle (6-6) - begin upper left corner - go down
6. Vertical diamond (7) - begin at top and go left
7. Horizontal diamond (7) - begin at top and go left

   Ability to copy forms is good predictor of 1st grade achievement

A. Materials

1. 7 geometric forms
2. Plain white paper - 8½ x 11
3. Two pencils

B. Procedure:

1. Sit directly across table from child
2. Present forms one at a time
3. Lay the form flat on the table just above top of paper directly in front of the child
4. Say, "Make one like this"

   If child asks where to position it on the paper say, "I'm going to give you (4,5, or 6) of these forms You'll need room for the others, so you put it wherever you think it should go."

---

*Adapted from the Purdue Perceptual - Motor Survey, Roach and Kephart, Columbus, Ohio: Charles E. Merrill Publishing Co. 1966. pp. 66-68.

C. Rating

Notice how he makes the figure

a. Should draw the figure as a whole without lifting pencil from the paper - good form perception

b. Should organize the drawings on the page - good spatial organization

  1. Figures go from top to bottom
  2. Figures go from left to right

c. Observations:

  1. Did he close the circle?
  2. Did he reverse?
  3. Did he segment the figure?
     Did he draw one line at a time?
     (Can't see the whole figure)
  4. Did he make the figure approximately the same size?
  5. Did he position it well on the paper?
  6. Did he have a method of organization?
  7. Did he keep his pencil on the paper?
  8. Did he rotate his paper?
  9. Did he make "dog ears" on the diamond?
  10. Did he continue the diagonal line through the center of the divided rectangle? Or did he draw the diagonal lines to the center? If he did, his form perception is segmented.
     Note: Slowness in copying indicates poor visual perception (not acuity) and recall.

IV. Language

The child who has difficulty with any of the auditory perceptual tests will have specific disabilities in language development. Therefore, the auditory perceptual tests will indicate:

A. Ability to discriminate between speech sounds.

B. Ability to understand word meaning.

C. Ability to understand meaning of sentences varied by the change in tone or pitch of the voice.

D. Ability to retain the serial order of words.

E. Ability to maintain the syntax of a sentence through repetition.

F. Ability to understand and follow directions in the order given.

Note ability to perform in each area

PART IV

TRAINING PROCEDURES

GENERAL INFORMATION

The child with auditory perceptual impairment does not absorb and understand the language relative to his personal identity and his family relationships. Therefore, it is necessary to teach him the language that the normal child learns naturally.

This child also has great difficulty learning the language related to the calendar, because it involves the temporal aspect of learning. The concept of time is abstract, and the child who has not learned to deal with abstractions cannot learn the language associated with temporal sequencing, incidentally. Therefore, teaching the language related to the calendar is basic for the development of the concept of time and time relationships.

PERSONAL AND FAMILY

The personal and family information should be taught orally, and complete sentences should be elicited for each response.

Begin with the greeting.

Add one question at a time as rapidly as the child can learn the correct answer.

1. "Good morning, child's name "

   "Good morning, teacher's name"

2. "What is your name?"

   "My name is first last "

3. "How old are you?"

   "I am_____years old "

4. "When is your birthday?"

   "My birthday is month day "

5. "Where do you live?"

   "I live house number street "

6. "What is your telephone number?"

   "My telephone number is_______"

7. "What is your mother's name?"

   "My mother's name is_____ _______"

8. "What is your father's name?"

   "My father's name is_____ ________"

9. "How many brothers/sisters do you have?" } Names

   "I have______brothers/sisters"

   Teach "family" - collective noun

10. "How many people are there in your family"

    "There are________in my family"

CALENDAR

The calendar that is presented initially should show the year, the name of the month and the names of the days. Slots should be made to hold the names of the months and the numbers. The numbers should be added one at a time as the month progresses to provide a graphic representation, and generate a feeling for the elapsing of time.

1972			SEPTEMBER			1972
Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7		

Each day the new number should be placed in the slot as the teacher says, "Today is_______", and points to the name of the day on the calendar. Then she says, "Show me today." The child points to the number and the name of the day on the calendar.

Begin with the first question. Add each succeeding question as the child masters the preceding one. Elicit a complete sentence for each response

1. Days
   a. "What day is today?"

"Today is_______"

b. "What day was yesterday?"

"Yesterday was__________"

c. "What day will tomorrow be?"

"Tomorrow will be________ "

d. "Name the days of the week"

"The days of the week are________,________,________,

__________,__________,__________,_______________"

Use fingers, if necessary

e. "How many days are there in a week?"

"There are seven days in a week"

2. Months

"Show me this month,"etc.

Elicit a complete sentence for each response

a. "What month is this month?"

"This month is_________"

b. "What month was last month?"

"Last month was_________"

c. "What month will next month be?"

"Next month will be_______"

d. "Name the months of the year"

"The months of the year are_____ _____ ______ _____", etc.

e. "How many months are there in a year?"

"There are twelve months in a year"

3. Seasons - More abstract

Associate with visual clue. Use pictures (snow - winter)

Elicit complete sentence for each response

a. "What season is this season?"

b. "What season was last season?"

c. "What season will next season be?"

d. "How many seasons are there in a year?"

e. "Name the seasons"

f. "Name the months in (winter, spring, summer, fall)"

g. "What season do you like best?"

h. "Why do you like ________ best?"

PERCEPTUAL TRAINING

This method of perceptual training is based upon the developmental theory that there is a sequence in the development of all sensory systems, and unless the basic skills are developed fully through each stage of development all subsequent learning will be disrupted.

The training begins at the basic level of each sensory modality, but very few activities are designed to develop just one sensory channel. All the processes of learning are interrelated, and normally the motor, sensory, and language abilities develop concurrently. Therefore, most of the activities overlap and develop several senses at once. Language develops continuously as the perceptual training progresses, and memory also develops with the continuous repetition and reinforcement provided through the various activities.

This type of training is not a new approach. Maria Montessori developed didactic materials for sequential perceptual training for mentally retarded children before the turn of the century. She later used the materials with normal children with great success.

Carolyn Yale, a teacher at the Clarke School for the Deaf at Northampton, Massachusetts, developed a structured and sequential method for teaching deaf children, and she employed many of the Montessori materials for what she termed "sense training". The Clarke School for the Deaf, and the teacher training program there, still rank among the highest in the world, which is certainly a tribute to the success of the training.

Mildred McGinnis developed a highly structured and sequential method for teaching aphasic children. She based her system of teaching phonics on the Yale Charts and employed many of the strategies and materials used at Clarke School to teach language to deaf children. Her Association Method* is employed successfully in many clinics and special education classes throughout the United States.

Newell Kephart and his associates developed a structured and sequential method for perceptual-motor training, which is now recognized by many educators as basic to the learning processes.

The method presented in the outlines incorporates parts of all of these methods for training children with learning disabilities. Since these children have perceptual impairments, they also require a structured and sequential developmental program to establish a basis for processing the data that will be necessary for all subsequent learning.

The primary purpose is not to teach academic skills but to develop the basic skills necessary for the total development of the child. The method is not curriculum based; no text books are introduced until the material presented in the outlines has been thoroughly mastered. By that time listening, speaking, reading, writing, and spelling will have been a natural outcome of the training, and the children will be prepared for the more complex activities required in the regular classroom. They will be capable of developing their full potentials!

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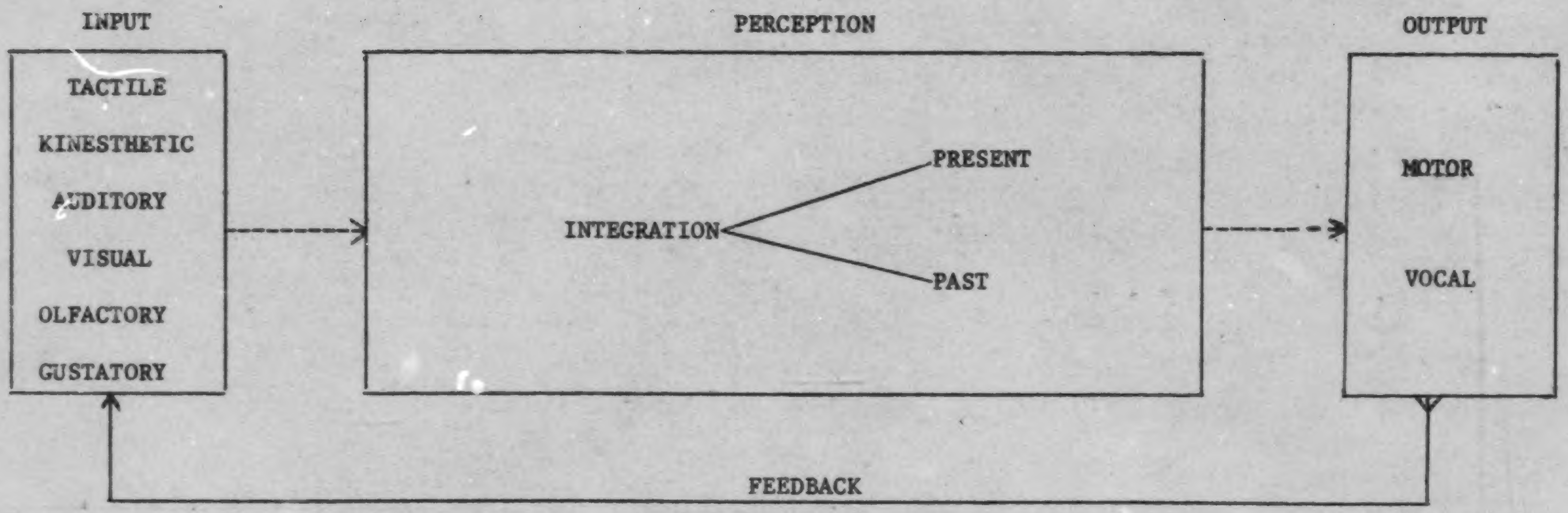
*Maginnis, Mildred A., Aphasic Children, Identification and Education by the Association Method, Washington, D.C., The Volta Bureau, 1963.

COMMUNICATION MODEL


INPUT
TACTILE
KINESTHETIC
AUDITORY
VISUAL
OLFACTORY
GUSTATORY
PERCEPTION
INTEGRATION
PRESENT
PAST
OUTPUT
MOTOR
VOCAL
FEEDBACK

May be one or all simultaneously

MEMORY

IMMEDIATE RECALL
INTERMEDIATE RECALL
SUSTAINED MEMORY

Continue to train until output matches input

The feedback information allows the child to know whether his response is appropriate or inappropriate, and it alerts him to the need to improve his performance when his behavior is not appropriate.

MOTOR PERCEPTION

Motor-perceptual training is essential to develop the basic skills necessary for the activities that follow later in the program. The purpose of the training is not for developing motor skills alone, but also for integrating all sensory systems. For instance, if a child cannot identify a part of the body, it is not known whether he doesn't know where the part of the body is, or whether he doesn't understand the words that are used. Likewise the child's responses with bodily movements to words and phrases spoken by others indicate whether he understands the words and phrases and associates them with the parts of the body and body movements.

I. Perceptual-motor development
    A. Imitation of movements
        1. Bilateral
            Arms extended - elbows straight
            a. Sides
            b. Front
            c. Up
            d. Diagonally
        2. Right side
            a. Arm extended
            b. Leg extended
            c. Arm and leg extended
        3. Left side
            a. Arm extended
            b. Leg extended
            c. Arm and leg extended

4. Cross midline (trouble area)
    a. Right arm - left leg extended
    b. Left arm - right leg extended
5. Arm movements

    Imitate with smooth controlled movements without jerking or lowering of arms. (Preparation for writing)

    a. Bilateral circles - count to ten
    b. Bilateral horizontal movements - count to ten
    c. Bilateral vertical movements - count to ten
6. Finger movements
7. Lip and tongue movements (Use mirror)

B. Body image

1. Draw a picture of self

    (Keep for future reference)

2. Draw a pattern of body
    a. Put paper on floor
    b. Child lies on paper
    c. Teacher outlines body
        1. Match parts of body to drawing
        2. Child fills in features and clothing to match his own
3. Identify body parts

    (Attach meaning to words that he hears - perception)

    Child faces a full length mirror

    a. Body surfaces

        "Show me your_____"

1. Front
2. Back
3. Sides

b. Major parts

1. Head — eyes, mouth, ears, nose
2. Shoulders
3. Arms
4. Hands
5. Hips
6. Legs
7. Knees
8. Feet

c. Minor parts

1. Neck
2. Elbow
3. Wrist
4. Ankle
5. Fingers
6. Toes

4. Name body parts

"Show me your_____"

Child points to body part(s) and responds in a complete sentence

"This is my nose/mouth"- Singular form

"These are my eyes/arms"- Plural form

Movable Melvin*

1. Child matches parts to own body and to the body parts on his own picture
    a. Assemble - reassemble
    b. Add features - nose, mouth, hair, etc.
       Color (dress him)
    c. Imitate movements
2. Identify body parts
    a. Facing same direction as child
    b. Facing opposite direction from child
3. Name body parts
    (Use complete sentences)
    "This is Melvin's head
    This is his face" etc.

The manual for use with Movable Melvin, "Developing Learning Readiness", has many additional activities with Melvin.

C. Laterality
   1. Identify parts on right side of body
      Child responds with complete sentence
      a. "Show me your right______"
         "This is my right________"
   2. Identify parts on left side of body
      a. "Show me your left______"
         "This is my left_________"

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*Getman, Kane, Halgren, and McKee. Developing Learning Readiness, Manchester, Missouri: McGraw Hill Book Co., 1968.

3. Cross over midline

a. "Put your left hand on your right________"

"I put my left hand on my right________," etc.

4. Crossed arm activities

a. "Cross your arms"

"Move your right thumb," etc.

5. Crossed leg activities

a. "Cross your legs"

"Move your left foot"

"Move your right foot"

D. Directionality

1. Handprints 3. Arrow →

2. Footprints 4. Hand with pointing finger

E. Eye muscle training - short periods each day - two minutes

1. Follow target held 18" from eyes without moving head:

a. Horizontal movements

b. Vertical movements

c. Diagonal movements

d. Circular movements

2. Follow finger as it's moved along edge of table

3. Follow toy that sparks

4. Follow light

5. Follow ball suspended on a string

6. Follow a pointer

7. Use own thumb for target (visual-motor tracking)

8. Fusion
    a. Hold target about 18" from nose
    b. Bring target in to nose

    Refer for visual examination, if eyes do not fuse

F. Dominance (controversial)
    1. Dominance is usually established by age 6.
    2. If dominance of hand has not been established, determine dominant eye and encourage use of hand on same side
    3. If ambidexterous, encourage use of right side

        (Right handed world)

G. Balance
    1. Walk on straight strip of 2" tape - tandem walking
        a. Forward
        b. Backward
    2. Walk on string laid out in forms on the floor
        a. Circle
        b. Square
        c. Triangle
    3. Balance beam
        a. Forward
        b. Backward
        c. Sideward
    4. Carry book on head, while walking on strip of tape on floor.
    5. Carry part of tower, while walking on strip of tape on floor.

REFERENCES

Additional information and training activities may be found in:

Braley, et al - Daily Sensorimotor Training Activities

Cratty - Sequential Perceptual Motor Activities

Cratty - Active Learning

Frostig - Move-Grow-Learn

Getman, et al - Developing Learning Readiness

Helfenbein, et al - Manual of Primary Perceptual Training

AUDITORY PERCEPTION

Auditory perceptual training follows the developmental sequence:

1. Match the sound to object or action that produced the sound
2. Identify object or action that produced the sound
3. Name the object or action that produced the sound
4. Localize the sound; determine the direction and distance from which the sound originated
5. Name the object or action that produced the sound within the visual field
6. Name the object or action that produced the sound in the environment when the object or action is not seen.
7. Discriminate tones
8. Discriminate loudness
9. Discriminate duration
10. Sequence sounds
11. Discriminate speech sounds
12. Associate and relate speech sounds and spoken words to symbols and written words, which is the beginning of the phonic instruction and the structured language program.

The exercises provide for the development of the basic listening skills and their integration with the motor and visual perceptual skills.

The language related to the auditory perceptual training is developed continuously through the sequence of auditory perceptual development.

I. Auditory perceptual training

- A. Non-verbal sounds
  - 1. Gross sounds
    - a. Objects
      - 1. Match sound to object (attach meaning to sound)

        Begin with two and add one at a time
        - a. Produce sound with clicker (broken sound)
        - b. Produce sound with whistle (continuous sound)

          "Are they the same?"
      - 2. Identify the object

        Have child turn around
        - a. Produce sound with object

          "Show me which one you heard"
        - b. Child points to object
      - 3. Name the object

        Produce sound with clicker

        "This is a clicker"

        Produce sound with whistle

        "This is a whistle"

        Have child turn around
        - a. Produce sound

          "What did you hear?"
        - b. Child names object (complete sentence)

          "I heard a_____"

Objects:

Horns
Bells
Drums
Squeaky animals

Maracas
Tone blocks
Sticks
Coins

4. Sound boxes (Montessori)
    a. Match sound boxes
    b. Select the one that has same sound
    c. Gradation - Gross to fine

b. Action Sounds
    1. Match sound with action
        Say, "Listen"
        Clap your hands
            "I clapped"
        Child imitates action
    2. Identify sound with action
        Child turns around
            "Listen"
            Clap your hands
            "Do what I did"
            Child imitates the action
    3. Name the sound
        Child turns around
        Clap your hands
        Ask, "What did I do?"
            "You clapped"

Actions:

Cough

Laugh

Hum

Knock on table

Scrape feet

Stamp feet

c. Environmental sounds

  1. Localization

    a. Direction

      1. Produce sound with noise maker:

        a. In front of child

        b. Above child's head

        c. Behind child

        d. At right of child

        e. At left of child

      Child points in the direction of the sound

      2. Child closes his eyes (or puts on blind fold)

        a. Repeat exercises for direction (If child has difficulty, have him open his eyes to locate noise maker)

    b. Distance

      1. Produce sound with noisemaker near child

      "The sound is near you"

        2. Produce sound far from child
            "The sound is far from you"
        3. Child closes eyes
        4. Produce sound with noisemaker
            "Is the sound near or far?
                "It is_____"

2. Discriminate sounds in the environment (Figure-ground)

   Involves localizing - identifying source of sound

   a. Within the room
      "Listen. What do you hear"
         "I hear___ ___"
   b. Within the house
      1. Use tapes or records with corresponding picture cards (DLM)*
            Telephone
            Vacuum cleaner
            Running water
            Knocking on door
            Door bell
            Dishwasher
            Disposal
            Footsteps, etc.
   c. Outside the room
      "What sounds can you hear in the hall?"
         Child listens and names sounds

---

*Developmental Learning Materials

d. Outside the house

1. "What sounds can you hear outside?"

   "I hear____ ____"

2. Tapes or records

   Car horn

   Police siren

   Fire engine

   Barking of dog, etc.

   (DLM Auditory-Familiar Sounds)

2. Tone discrimination

a. Discriminate tones

1. Pitch pipe

   High

   Low

   Soft

   Loud

2. Xylophone (toy)

   Low tone

   High tone

   Soft

   Loud

   Repeat sequence (auditory memory)

   1, 2 tones

   1, 2, 3 tones

   Play a tune

3. Tone bells

   1. Reproduce sound

   2. Repeat a sequence

3. Sequence sounds (involves auditory memory)
    a. Buzzer Board (DLM)
        1. Repeat pattern (auditory)
            ., —, .., — —, . —
            a. Teacher - child
            b. Child - child
        2. Reproduce pattern (auditory-visual)
            a. Reproduce auditory pattern from Buzzer Board Pattern Cards (DLM)
            b. Identify pattern card from auditory pattern produced on Buzzer Board
        3. Clap pattern - short (dot); long (dash)
            a. Reproduce clapping pattern
            b. Clap pattern produced on Buzzer Board (auditory-motor)
            c. Clap pattern shown on pattern cards (visual-motor)

B. Verbal sounds

Many children can discriminate gross sounds that cannot discriminate speech sounds

1. Speech sounds (no visual clues)

    Detect similarities and differences

    a. Consonants

        "Are they the same?"

p - p	b - b
p - t	b - d
t - k	d - g
f - th	v - th

b. Vowels

"Are they the same?"

a - a

o - a

u - u

i - u

u - e

e - i

i - a

a - e

e - e

i - e

e - u

u - a

2. Words

a. Same or different

"Are they the same?"

can - pan

noon - moon

pass - path

man - man

cat - pat

bet - pet

3. Repeat series of words

"Say what I say"

pin hut sit pit

pen hat sat pet

pan hot set pot

4. "When you hear a word with -a- raise your hand"

ten

tin

tan, etc.

C. Auditory - visual - motor integration

1. Associate and relate sounds and spoken words to symbols and written words

- a. Live voice (Teacher gives directions)
    - 1. Commercial materials
        - a. Auditory Stimulator
          Workbook and Teacher's Guide
        - b. Reading Readiness Series
          Dittos and Teacher's Guide
        - c. Perceptual Communication Skills
          Workbook and Teacher's Guide
- b. Pre-recorded taped programs
    - 1. Commercial materials
        - a. Auditory Perception Training (DLM)
          Dittos and tapes
        - b. Sound Order Sense
          Workbooks and records
        - c. Tapes Unlimited
          Dittos and tapes
        - d. Competing messages
          Workbooks and tapes

2. Associate and relate musical sounds and rhythms to body movements
    - a. Early Childhood Record Albums
        - 1. Learning Basic Skills Through Music - Volume 1 and Volume 2 - Hap Palmer
        - 2. Learning Basic Skills Through Music - Building Vocabulary - Hap Palmer
        - 3. Dancing Numerals - Hap Palmer

4. Basic Awareness Through Music - Stallmann and Susser
5. Pre-Square Dance - Stallman and Susser
6. Dance a Story - Ann Leaf Barlin
7. Body Parts - Ann Leaf Barlin
8. Sounds, Words, and Actions - Cratty
9. Basic Concepts Through Dance Series - Carr
10. Alphabet and Number Manipulations

REFERENCES

Additional information and training activities may be found in:

Dunn, et al - Peabody Language Development Program

Montessori - Dr. Montessori's Own Handbook

Oakland, et al - Auditory Perception

Schoolfield - Better Speech and Better Reading

Semel - Sound-Order-Sense Cards

Trimble - Handbook for Perceptual Training

Whitehurst - Auditory Training for Children

Zigmond, et al - Auditory Learning

VISUAL PERCEPTION

Visual perceptual training begins with three dimensional objects and proceeds to their two dimensional representations through the sequence of perceptual development:

1. Match
2. Identify
3. Name
4. Trace
5. Copy
6. Reproduce from memory
7. Describe

The concrete objects and their representational forms provide the framework for the discrimination of color, form, color and form combined, dimension, vertical and horizontal planes, size, length, width, height, weight, thickness, speed, distance, volume, and number.

Activities are also included for the training of touch, taste, and smell.

The exercises for the development and integration of the motor, auditory, and visual perceptual skills begin with the basic skills that form the foundation for learning, and proceed from the simple to the complex; from the concrete to the abstract; and from gross to fine.

The language associated with all perceptual training is developed continuously, and includes auditory and visual reception, auditory and visual association, auditory-visual-motor association, and verbal and written expression. Complete sentences are elicited for all responses.

I. Visual perceptual training

A. Color alike in shape (color is constant)

Begin with three primary colors - add one at a time

1. Worsteds (colored yarn tufts - no particular shape)

a. Match (associate with meaning)

1. Hold up two of same color

"I have two red"

"I have two blue"

"I have two yellow"

2. Hold up one color

"Find one like this"

Child finds matching color

3. Hold up two different colors

"Find two like these"

Child finds matching colors

b. Identify

1. Child points to color named

"Show me______"

c. Name (complete sentence)

1. Hold up one worsted

"What color is this?"

"That is_______"

"Is this_________"

"No, it is not______"

(Introduce negative form)

d. Identify

   1. Child points to color(s) named

      "Show me________"

      a. One color

      b. Two colors

      c. Three colors

         (Auditory memory)

e. Find color shown

   1. Hold up one worsted

      Then put it out of sight

      Child finds matching color(s)

      a. One color

      b. Two colors

      c. Three colors

         (Visual memory)

   2. Colored strips of paper (alike in shape)

      a. Match

         "What color is this________?"

            "That is__________"

         "Is this___________?"

            "No, that is not_________"

   3. Color charts for shades of color

      a. Match duplicate to color chart

         "This is light_______'

         "This is dark________"

         "This is medium_______"

         "What color is this?"

"That is light______"

"That is medium_____"

"That is dark_______"

b. Color (unlike in shape)

1. Match worsteds to strips of paper
2. Match worsteds to articles of clothing
3. Match worsteds to objects in room
4. Match worsteds to color cards
    a. Identify

    Place color cards on chalk ledge

    "Show me_____"

        1. One color
        2. Two colors
        3. Three colors
5. Game - Find one shown (memory)
    a. Hold color cards

    Select and show one color

    Mix cards

    "Find the one that you saw"
6. Game - "What's missing?" (closure)
    a. Place color cards on chalk ledge
    b. Have child close eyes
    c. Remove one color, two colors, etc.

    "What's missing?"

    "The_____one is missing"

    "The_____one and the_____one are missing"

7. Match written words to color cards

   Begin with three - add one at a time

   a. Place color cards on chalk ledge

   b. Place written word cards on chalk ledge under corresponding colors

      "This is red"

      "This is blue"

      "This is yellow"

   c. Remove word cards

   d. Hand one word card at a time to child

   e. Child matches word card to color card

      "This is_______"

   f. Remove word cards

   g. Hand all word cards to child

   h. Child places all word cards on corresponding color card

      "This is_______"

8. Strip chart

   a. Construct strip chart with heading

      What color:

   b. Write color names on strip chart

   c. Have child match word cards to words on chart

      "This is______"

   Keep chart in view for ready reference

B. Form

Three dimensional objects - Concrete - Basic

1. Geometric solids

Begin with three - add one at a time

Cube	Pyramid	Hemisphere
Sphere	Ellipsoid	

Follow same sequence until all five are known

a. Match (Associate with meaning)

1. Hold up two like solids

"I have two spheres"

"I have two cubes"

"I have two pyramids"

2. Hold up one solid

"Find one like this"

Child finds matching solid

3. Remove matching solids

Hold up one solid at a time

"This is a ______"

b. Identify

1. Place three solids on table

"Show me___________"

Child points to solid named

c. Name

1. Point to one solid

"What is this?"

"That is a _______"

d. Rearrangement of solids (sequencing - memory)

1. Child closes eyes

2. Rearrange sequence

3. Child reproduces original arrangement

e. Game - "What's missing?" (closure)

1. Child closes eyes

a. Remove one solid from arrangement

"What's missing?"

Child names the missing one

f. Haptic perception (tactile - kinesthetic)

Very important - integrates all senses

1. Geometric solids

Begin with three - add one at a time

a. Feel solid

"This is a sphere

It is round"

"This is a cube

It is square"

"This is a pyramid

It is flat on the bottom and

pointed at the top"

b. Put into opaque bag

"Find the_______"

Child finds the solid named

"This is a_______"

"It is_______"

Continue description:

"This is a sphere
It is round
It is made of wood
It is hard
It can roll"

2. Objects (used later in program)

   Follow same sequence

   a. Unlike in shape

      Pencil
      Key
      Comb
      Spoon, etc.

   b. Similar in shape

      Follow same sequence

      1. Fruits:

         a. Orange
         b. Grapefruit
         c. Apple
         d. Peach

   c. Same shape - different size, thickness, and weight

      Follow same sequence

      1. Coins:

         a. Dollar
         b. Half dollar
         c. Quarter
         d. Nickel
         e. Dime
         f. Penny

2. Plane figures

   Transfer to two dimensional solid black figures

   (Concrete to abstract)

   a. Explain dimension

      1. Geometric solids

         a. Length

         b. Width

         c. Height

      2. Match solid form to two dimensional solid black figure on 4" x 4" cards

         a. Length

         b. Width

   b. Associate with meaning (Name)

      Hold up one card at a time

      "This is a circle"

      "This is a square"

      "This is a triangle"

   c. Put on chalk ledge

      1. Identify

         a. "Show me the______"

            Circle

            Square

            Triangle

            Oval

            Half-circle

      2. Name

         a. "What is this?"

            "That is a______"

3. Games
    a. "What's missing?" (Closure)
    b. Reproduce sequence - rearrange in order
    c. Show and find

d. Match solid black figures on 7" x 7" cards

Place one set on chalk ledge

Hand one matching card at a time to child

Child matches to one on chalk ledge

1. Identify
    a. "Show me the____"

       Child points to one named

2. Name

   Point to one on chalk ledge

    a. "What is this?"

       "That is a______"

e. Match outline figure to solid black figure

Place solid black figures on chalk ledge

1. Present outline figure on 7" x 7" cards
    a. "This is an outline

       It is the same shape as_____"

       Point to solid black figure

       Hand one card at a time to child

2. Child matches outline figure to solid figure
3. Trace outline figure

   Hold form card facing child

Child traces figure top - bottom / left - right } and names

"This is a____"

3. Templates (Large Plastic Templates - DLM)

    a. At chalkboard

    Place template against chalkboard (Vertical plane)

        1. Child traces inside template with chalk

        "What is that"

        "That is a____"

    b. At table (Montessori metal templates - ETA)

    Hold template in vertical plane

        1. Child traces with finger - eyes follow hand

        "This is a____"

    Place inset in middle of 8½"x 11" paper on table (Horizontal plane)

        1. Child traces inside template with pencil (primary pencil without eraser) several times

    Remove template from paper (Figure - ground)

        "What do you see"

        "I see a____"

4. Outline forms (Pages 76-78)

    a. Preparation for writing at table

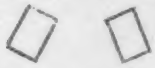
        1. Posture very important

        Child sits with both feet on floor

        Back straight

        Head elevated distance from elbow to fist as elbow rests on table

2. Position of paper - 6" from edge of table



Left handed or right handed

3. Holding pencil

   Index finger should be fairly straight and relaxed, and wrist should be straight

4. Hold arm up off paper about one inch - elbow should be near body

5. Fill in entire form with smooth even movements without lifting pencil from paper

   a. Follow pencil with eyes

      "This is a circle" etc.

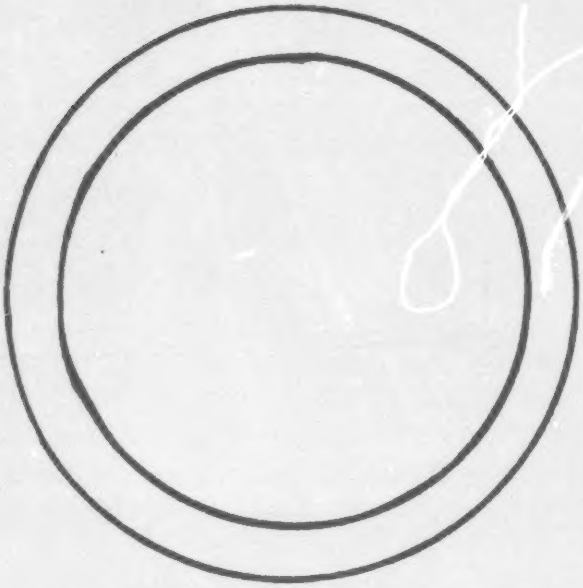
      1. Cut apart and present one form at a time
      2. Present sheet with three forms
      3. Present each new form one at a time
      4. Present comparative forms on half sheets at first
      5. Present forms in vertical and horizontal planes on half sheets at first

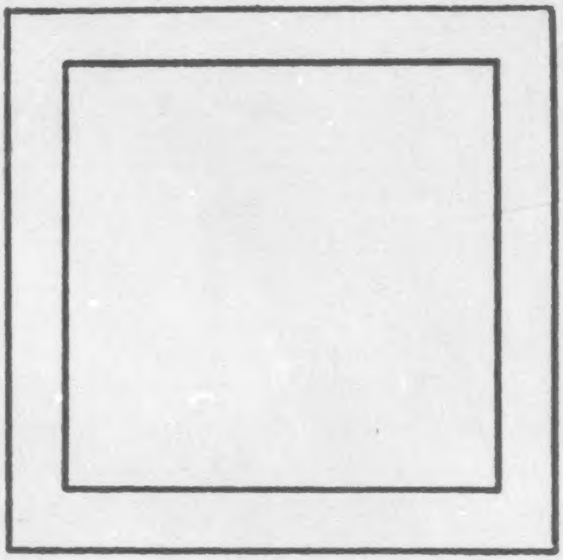
         "This is a vertical rectangle"

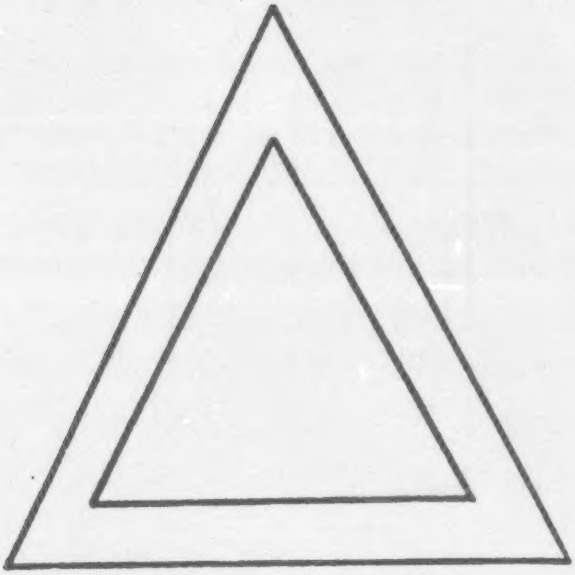
         "This is a horizontal rectangle" etc.

Note: Start at top and go counter clockwise on circle and oval. Start in upper left hand corner on square and rectangle and go top to bottom and left to right. Stop at each corner.

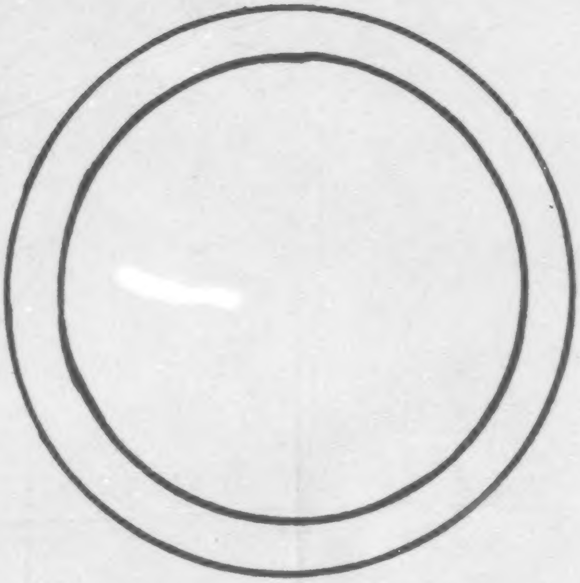
Complete form without lifting pencil

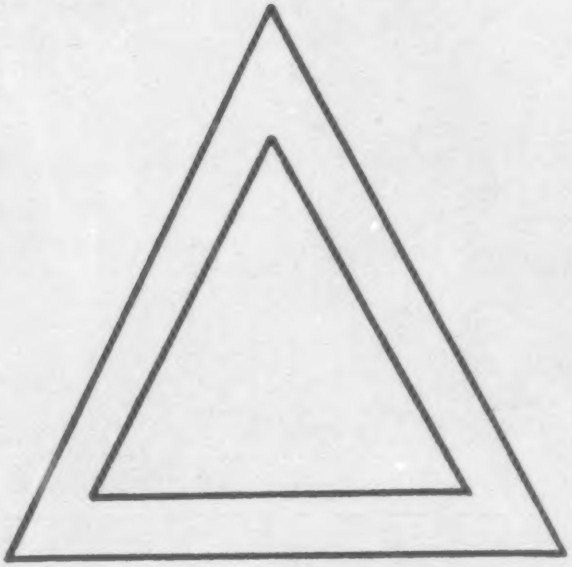


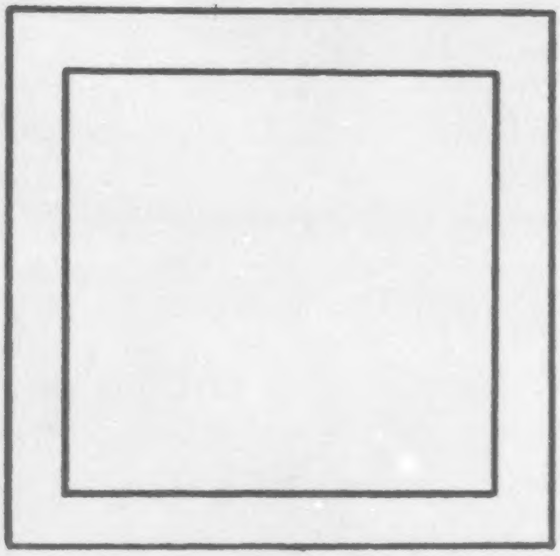


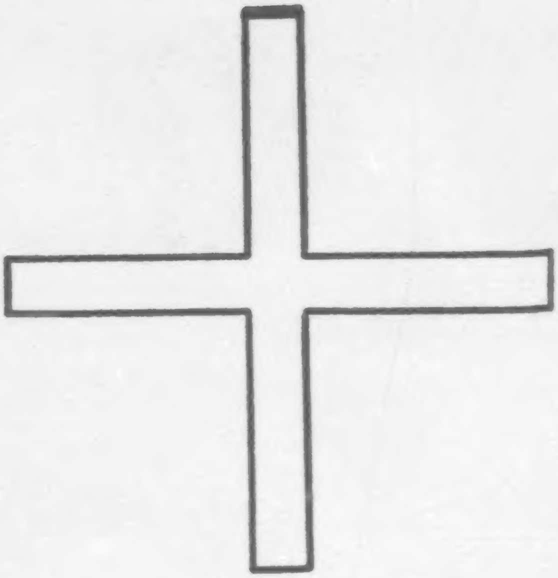


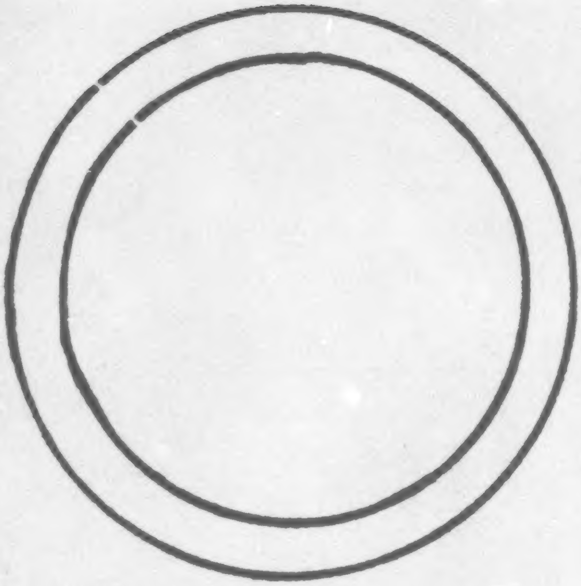
Have child cut out forms after completion for practice in cutting

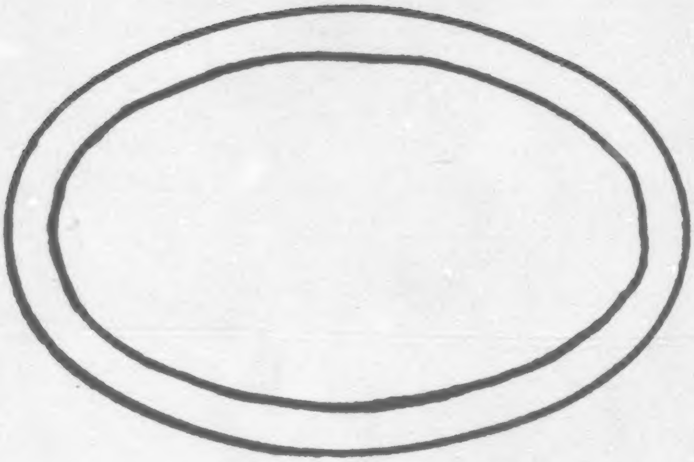


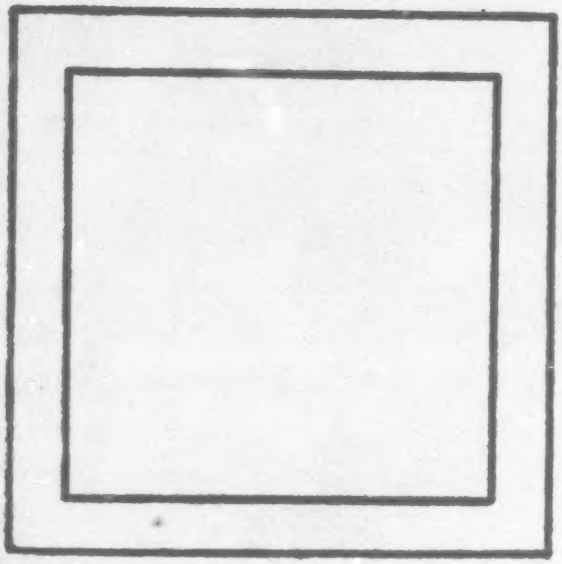


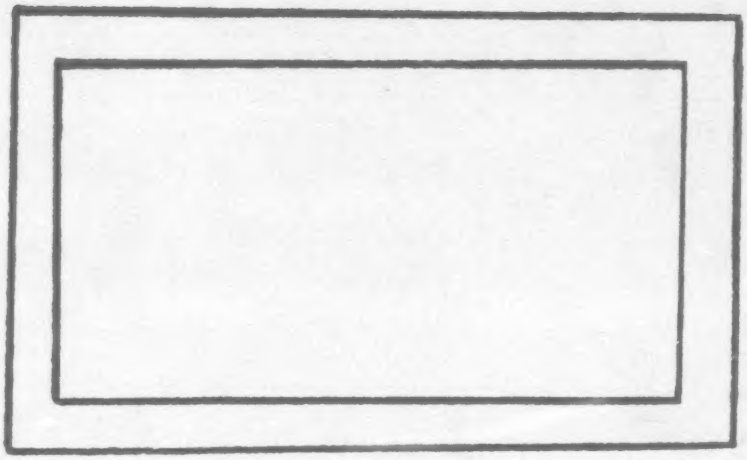












5. Copy outline forms from cards at chalkboard
    - a. Trace (Forms in velour paper for tactile)
    - b. Copy
        - 1. Direction
            - a. Top to bottom
            - b. Left to right

6. Reproduce from memory
    - a. Verbal directions

      "Draw a circle", etc.
        - 1. At chalkboard
            - a. Note direction
            - b. Note size
        - 2. At table
            - a. Note:
                - 1. Posture
                - 2. Position of paper
                - 3. Direction
                - 4. Size - (approximately same)
                - 5. Arrangement on paper

7. Match written words to form cards

    Begin with three - add one at a time
    - a. Place form cards on chalk ledge
    - b. Place written words on chalk ledge under corresponding form

      "This is a circle"
      "This is a square"
      "This is a triangle"

c. Remove word cards

d. Hand one word card at a time to child

e. Child matches word card to form card

"This is a______"

f. Remove word cards

g. Hand all word cards to child

h. Child places word cards on corresponding form cards

"This is a______"

C. Color and form

1. Same form - different color

a. Colored inch cubes

1. Child sorts cubes into color groups

2. Put three cubes in primary colors on table in front of you

Vertical Plane

1. Place red cube on top of yellow cube

"I put a red cube on top of a yellow cube"

"Make one like this"

Child reproduces pattern

2. Verbal directions

"Put a red cube on top of a green cube"

Child executes command

"What did you do?"

"I put a red cube on top of a green cube"

Continue through first five patterns on Design Cards for Colored Inch Cubes (DLM)

3. Introduce Design Cards for Colored Inch Cubes (DLM)

1st Pattern

Hold design card in vertical plane

- a. Child reproduces and describes
    "I put the green cube on top of the red cube"
- b. Ask questions
    Child answers in complete sentences
    1. "How many cubes are there?"
        "There are two cubes"
    2. "What color is the cube on the top?"
        "The cube on the top is green"
    3. "Where is the green cube?"
        "The green cube is on top of the red cube"
    4. "Which one is on the bottom/top?"
        "The______one is on the______"

2nd Pattern

- a. Same sequence
    Language - between
        "The purple cube is between the red cube and the green cube"
        Might be necessary to demonstrate between
    1. Put a paper between two books
    2. Put a pencil between two boxes, etc.

b. Questions

1. "How many cubes are there?"

   "There are three cubes"

2. "What color is the cube between the red cube and the green cube?"

   "The cube between the red cube and the green cube is purple"

3. "Where is the purple cube?"

   "The purple cube is between the red cube and the green cube"

4. "Where is the red cube?"

   "The red cube is on the bottom"

   "The red cube is under the purple cube" etc.

5. "Which one is______?"

   "The green one is______"

   "The red one is________"

   "The purple one is______"

c. Reverse the order by turning the design card upside down

3rd Pattern

a. Same sequence

Present design card in vertical position

Child reproduces the pattern with cubes

"The red cube is on the bottom

The blue cube is between the red cube and the yellow cube "

"The blue cube and the yellow cube
are between the red cube and the
green cube. The green cube is
on the top"

b. Questions

Elicit complete sentences

1. "Where is the____cube?"
2. "Which one is between_____?"
   ones are
3. "What color is between_______?"
   are
4. "Which one is under the_____one?"
5. "Which one is on top of the_____one?"
6. "Which one is on the bottom?"
7. "What color is the one between
   are the ones
   the_______one and the_____one?"

c. Reverse the order by turning design
card upside down

4th Pattern

a. Same sequence

Present pattern in vertical position

Child reproduces pattern with cubes

Language - left - right - corner

"The green cube is in the corner
It is under the red cube
It is at the right of the orange cube
The orange cube is at the left of
the green cube"

a. Questions

1. "What color is the cube under the red cube?"
2. "Which ones are on the bottom?"
3. "Which one is at the right of the orange one?"
4. "Which one is in the corner?"
5. "What color is the one on top of the green cube?"
6. "Where is the __________ one?"

b. Change order by turning design card

5th Pattern

a. Same sequence

Child reproduces pattern

Language
upper right
upper left
lower right
lower left
corner

"The orange cube is in the lower right corner"

"The purple cube is in the lower left corner"

"The red cube is in the upper left corner"

"The blue cube is in the upper right corner"

b. Ask questions

4. Reproduce patterns from memory
   - Expose design card for five seconds
   - Remove design card
   - Child reproduces pattern

Horizontal plane

Concept changes

The one on top is away from the child

The one on the bottom is near the child

Upper - away from

Lower - near

1. Place design card on table in horizontal position

   Follow same sequence
2. Child reproduces pattern
   - a. On design card
   - b. Design card at left/at right
   - c. Design card above
3. Language
   - a. "What color is the cube on the right/left?"
   - b. "Where is the__________one?"
   - c. "Which one is on the left/right?"
   - d. "Which one is between ______and the______?"
   - e. "Which one is on top of____________?"
   - f. "What color is the cube in the upper right corner?"
   - g. "What color is the one in the lower left corner?"

4. Reproduce patterns from memory

Vertical to horizontal plane

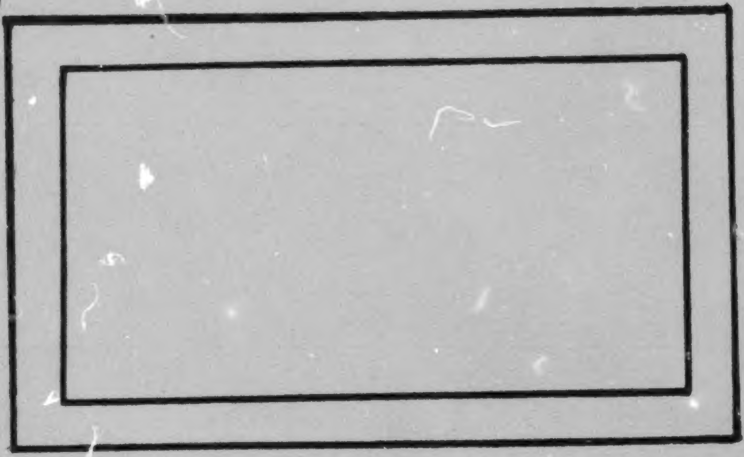
Preparation for copying from chalkboard

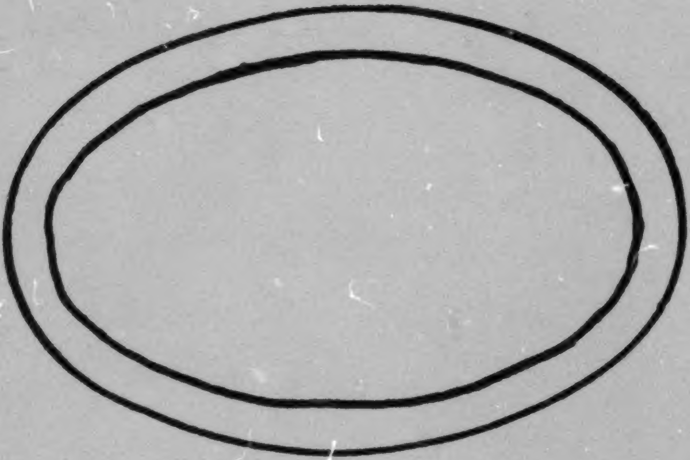
Many children have difficulty transferring from vertical to horizontal plane

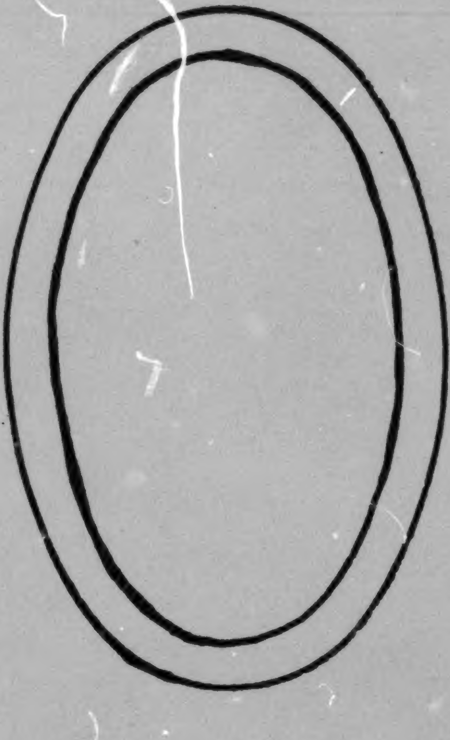
1. Present design card in vertical plane
   Child reproduces pattern in horizontal plane
2. Language
   a. Vertical plane
      Top
      Bottom
      Over
      Under
   b. Horizontal plane
      Over - on top of
      Over - above - away from the child
      Under - beneath
      Under - below - near the child
   c. Vertical and horizontal positions in vertical plane
      Oval
      Rectangle
      Diamond
      1. Use metal templates to demonstrate
         a. Vertical plane
            1. Vertical position - top - bottom
            2. Horizontal position - left to right

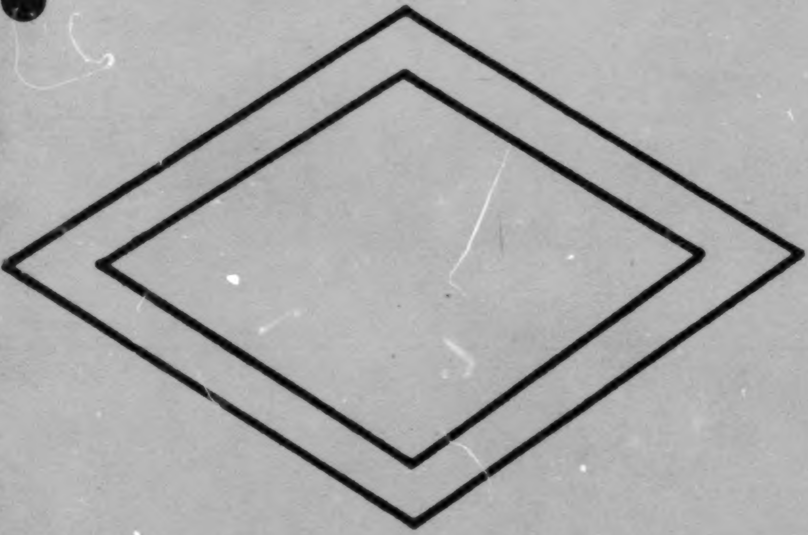
3. Draw forms in vertical and horizontal positions on chalkboard (vertical plane)

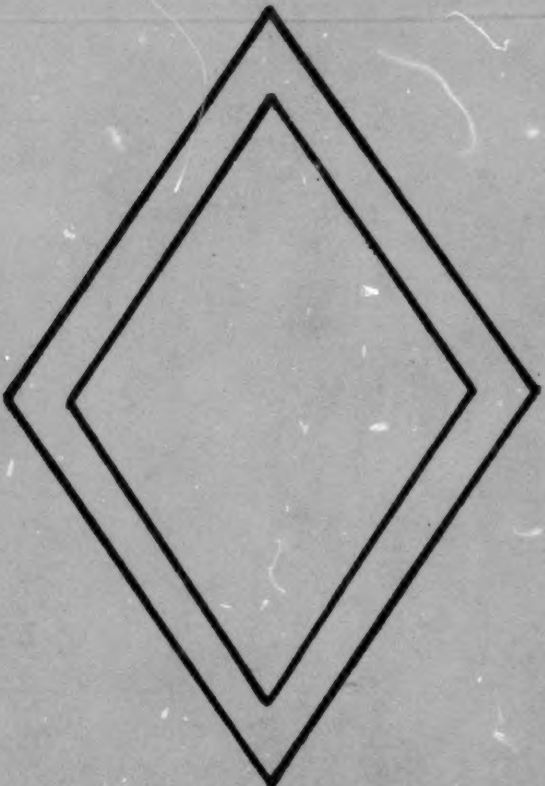
d. Vertical and horizontal positions in horizontal plane at table
  1. Use metal templates to demonstrate
    a. Horizontal plane
      1. Vertical position - top to bottom
      2. Horizontal position - left to right
      3. Present paper outline forms
        a. Place templates over paper forms
        b. Remove template
        c. Child fills in outline form
  2. Confusion in language when papers are in horizontal plane on table
    a. "Draw a circle around the boy" (horizontal plane)
      1. "I can't go around him"
    b. Demonstrate
      1. Have child stand up (vertical plane) Walk around him
      2. Have child lie down on floor (horizontal plane) Walk around him

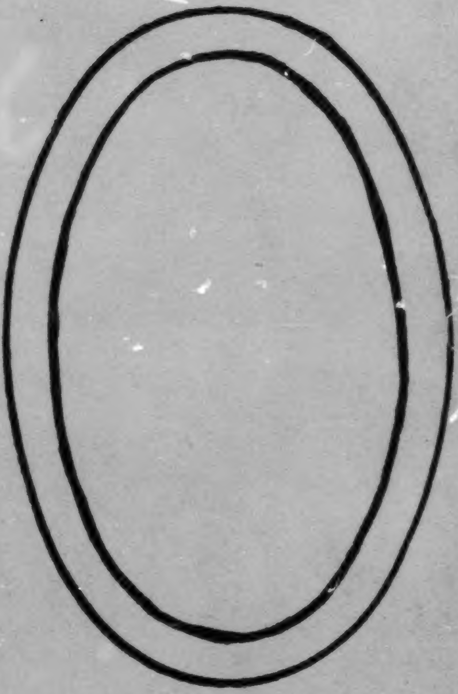


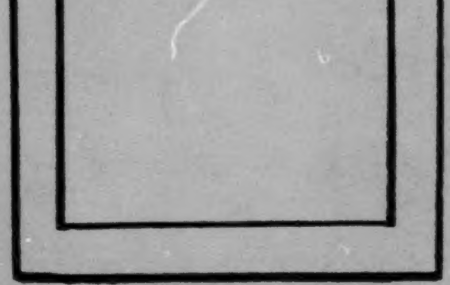












b. Puzzles

Making a whole from parts

1. Two parts
2. Three parts
3. Four parts
    a. Dissected circles
        1. Count pieces

           "There are_____parts to this circle"
        2. Child constructs circle

           "This is a circle"
    b. Large Form Puzzles (TR)*
        1. Child constructs colored square on white background

           "This is a ______square on a white background"
        2. Reverse background (figure - ground)

           "Make a white square on a __________ background"
        3. Superimpose Montessori template to show tilt
    c. Small Form Puzzles (TR)
    d. Animal Puzzles (TR)
    e. Fruit Puzzles (TR)
    f. People Puzzles (DLM)

c. Peg boards and pegs (Ideal)

1. Child sorts pegs into color groups
2. Construct design with pegs on board

*Teaching Resources

3. Child reproduces design
4. Introduce Peg Board Design Cards (DLM)
   a. Child reproduces patterns from Design Cards in sequence
5. Form cards (Geometric Shapes - TR)
   a. Child sorts cards
      1. Same color - different form
      2. Same form - different color

2. Different form - different color
   a. Large Parquetry Blocks (DLM)
      1. Sort blocks in same forms - different colors
      2. Introduce Parquetry Design Cards (DLM)
         a. Child reproduces pattern
            1. On design card - horizontal plane
            2. Design card at left/right - horizontal plane
            3. Design card above - horizontal plane
            4. Design card above - vertical plane
            5. Make original patterns
   b. Small Parquetry Blocks (DLM)
      1. Same sequence
   c. Association Cards - classification (TR)
      1. Child sorts cards
         Round things
         Square things
         Oval things, etc

d. Association Cards - categories (DLM)

1. Child sorts cards

Chairs

Leaves

Cars, etc.

3. Relationships

a. Size - Begin with concrete objects graduated in size

1. Language - Associate with meaning - Opposites

"This is big"

"This is little"

"This is bigger"

"This is littler"

"This is the biggest/littlest"

"This is the middle size"

"This is a medium size"

small - large

smaller - larger

smallest - largest

2. Identify

"Show me the_____"

3. Name

"This is the_____"

4. Arrange according to size

5. Rearrange in order

6. Game

"Which one is missing?"

7. Tactile

Put one of each size in touch bag

"Find the biggest one"

"This is___ ___".

"Find the littlest one"

"This is_____," etc.

a. Three dimensional objects

Marbles

Cubes

1. Horizontally
2. Vertically - tower

Rubber bottle stoppers - graduated in size

1. Horizontally
2. Vertically - tower

Questions with visual clues:

- a. "Which is the largest/smallest?"
  - 1. Gradation
    - a. "Which is larger?" etc.

b. Two dimensional objects - diameter

Follow same sequence

1. Felt pieces - same shape

Circles   Triangles

Squares   Rectangles

- a. Same color
- b. Different color

2. Coins

Penny   Quarter

Nickle   Half dollar

Dime   Dollar

- a. Teach value - abstract
  - 1. One cent
  - 2. Five cents, etc.

b. Questions:

1. "How many cents are there in a______?"

2. "How many_______make a______?"

c. Questions with visual clues:

1. "Which is the largest/smallest?"

a. Gradation

1. "Which is larger?" etc.

d. Questions without visual clues - (Auditory differences)

1. "Which is larger a_______or a ________?"

2. "Which is worth more a______or a________?"

b. Length - Associate with meaning - Opposites

long - short
longer - shorter
longest - shortest

c. Height - Associate with meaning - Opposites

high - low	tall - short
higher - lower	taller - shorter
highest - lowest	tallest - shortest

d. Width - Associate with meaning - Opposites

wide - narrow
wider - narrower
widest - narrowest

e. Weight - Associate with meaning - Opposites

heavy - light

heavier - lighter

heaviest - lighest

f. Thickness - Associate with meaning - Opposites

thick - thin

thicker - thinner

thickest - thinnest

g. Texture - Associate with meaning - Opposites

rough - smooth

rougher - smoother

roughest - smoothest

h. Speed - Associate with meaning - Opposites

fast - slow

faster - slower

fastest - slowest

i. Distance - Associate with meaning - Opposites

close - far   near - far

closer - farther   nearer - farther

closest - farthest   nearest - farthest

j. Time - Associate with meaning - Opposites

early - late

earlier - later

earliest - latest

k. Volume - Associate with meaning - Opposites

full - empty

fuller - emptier

fullest - emptiest

l. Touch - Associate with meaning - Opposites

Language:

"How does______feel?"

hot - cold
wet - dry
sharp - dull
rough - smooth
thick - thin
hard - soft

m. Taste - Associate with meaning - Opposites

Language:

"How does________taste?"

sweet - sour
sweet - salty
sweet - bitter
good - bad
good - nasty

Tastes like_______(Association)

n. Smell - Associate with meaning - Opposites

Language:

"How does_______smell?"

sweet - sour
good - bad
fresh - stale

Smells like_______(Association)

4. Number

a. Counting - one to ten

1. Objects

Cubes
Sticks
Pegs
Number rods
Coins
Buttons
Pencils
Books

b. Grouping

1. Objects

"Show me three______" etc.

"How many_______are there?"

2. Counting frame and/or abacus

a. Move number of beads to right

Return beads to original position

Child shows number of beads shown previously

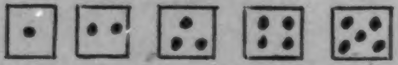
"Show me________"

Child moves number of beads named

"How many are there?"

"There are________"

3. Number (Representational)



a. Put cards on chalk ledge

Match object(s) to number card

"This is one" etc.

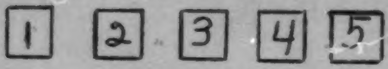
b. Match number words to cards

"Show me________"

"How many are there?"

4. Numerals

a. Match numeral card to objects



Hold up card

"Show me this many"

Child groups number of objects

Cubes	Coins
Sticks	Beads on abacus

b. Identify numerals

Place numeral cards on chalk ledge

"Show me______"

c. Name numerals

Point to numeral card

"What number is this?"

"That is______"

5. Match numerals to number cards

6. Match number word cards to numeral cards

7. Touch bag

a. Put wooden numerals into bag

"Find the______"

"This is the_____"

8. Trace numerals - Multi-Sensory Numerals (Ideal)

a. Hold numeral cards in vertical position

Child traces

"This is______"

9. Dictation of numerals at chalkboard

a. Dictate numerals one at a time

"Write_______"

10. Read numerals written on chalkboard in random order in vertical column

2 4 7 6

5 1 9 4

3 6 8 5

11. Read numerals written on chalkboard in random order in horizontal line

1 6 4 3 9 5 2

12. Dictation of numerals in random order at chalkboard in vertical column
13. Dictation of numerals in random order in horizontal line at chalkboard
14. Dictation of numerals at table
15. Computation

When the child has completed the perceptual training, he can:

1. Distinguish identities from differences
2. Distinguish extreme differences from fine gradations
3. Distinguish between vertical and horizontal planes
4. Classify according to:
    - Sounds
    - Color
    - Form
    - Color and form
    - Dimension
    - Size
    - Weight
    - Texture
    - Surfaces
    - Speed
    - Distance
    - Time
    - Volume
    - Touch
    - Taste
    - Smell
    - Number
5. Understand and use the language associated with all of the perceptual training

"Language learned now comes to fix, by means of exact words, the ideas which the mind has acquired" - Montessori.

REFERENCE

Addtional information and training activities may be found in:

Clarke School for the Deaf - Sense Training Exercises
Frostig, et al - The Frostig Program for the Development of Visual Perception
Getman, et al - Developing Learning Readiness
McQuarrie - A Perceptual Testing and Training Guide for Kindergarten Teachers
Montessori - Dr. Montessori's Own Handbook
Trimble - Handbook for Perceptual Development

The manuals and the instruction sheets included with the commercial materials provide many suggestions for additional training activities that might be used to expand the program for those children who require more extensive training than is presented in the outlines.

LANGUAGE DEVELOPMENT

Language is the communication of thoughts, ideas, and/or feelings from the sender(s) to the receiver(s), so communication is always a two-way process. All aspects of communication are interrelated and involve sequential development of concept formation through the use of the symbols of language.

Most children develop a facility for the use of symbols without any specific training, but the child suffering from perceptual impairment must be taught the skills of listening, speaking, reading, and writing, which make up the structure of language development.

There are four areas of language that must develop sequentially prior to adequate communication.

I. Receptive language - to interpret and understand the communication of the thoughts, ideas, and/or feelings from others. This involves the central processing of all information received through the sensory channels.

   A. Non-verbal; non-vocal

      1. Body language (Silent language)

         a. Wave hand

         b. Smile

         c. Shake head, "No"

         d. Nod head, "Yes"

         e. Pucker lips

         f. Frown

         g. Shrug shoulders

h. Raise eyebrows

i. Posture

j. Hesitations

k. Wink

l. Eye movements

m. Foot movements

n. Finger movements

    1. Thumbs down

    2. Pointing

    3. Finger spelling

o. Gestures

    1. Sign language

p. Lip-reading

q. Facial expressions

    1. Surprise

    2. Sorrow

    3. Sympathy

    4. Happiness

    5. Anger

    6. Enthusiasm

Body language is a very important part of lip reading

Body language is also the subtle communication of approval or disapproval

a. Some children can "read" people through body language

    1. Children with learning disabilities often have difficulty interpreting body language (Social perception)

B. Non-verbal; vocal

1. Oral language

a. Um hum - positive or negative

b. Grunt

c. Moan

d. Sigh

e. Cry

f. Scream

g. Inflection in voice

h. Tone of voice (friendly or angry)

C. Verbal receptive language - interpret and comprehend what is spoken

Whenever one speaks, he speaks a language

He learns to speak by repeating what he hears:

English	Dutch
German	French

Receptive language develops in successive stages

1. Interpret single sounds

a. The smallest segment of language is the phoneme - (a single speech sound)

2. Discriminate between two phonemes

3. Discriminate between combinations of phonemes as they acquire meaning "Bah" "Ugh"

4. Discriminate between the phonetic patterns of words

a. The phonetic patterns of words acquire meaning as they are associated with objects, actions, and/or feelings

b. The listener does not hear each sound separately; he hears groups of sounds which overlap

c. To fully comprehend he must learn to discriminate sounds in words, temporal sequence of the sounds, and to contrast meanings with the same sounds in different sequences as stop, spot, pots, tops

d. He must learn to interpret the sequence of words in sentences

   1. "The pigeon ate a worm" is not reversible with logical meaning as, "The worm ate a pigeon"

   2. "The dog chased the man" is reversible with logical meaning, "The man chased the dog"

e. He must learn to understand multiple meanings of words

   1. Stamp your feet
      Stamp the letter
      Stamp the book

   2. Over the door
      Over the lake
      Over the eye

f. He must learn that sometimes a word is a noun and sometimes it is a verb

   1. Hold my hand

   2. Hand me a pencil

g. He must learn that some words sound alike but have different meanings (homonyms)

   1. There - their

2. Red - read
3. Blue - blew

h. He must learn to respond appropriately to verbal commands, instructions, explanations, and questions

II. Expressive language - to communicate to others the individual's thoughts, ideas, and/or feelings

As receptive language is understood and integrated meaningfully, the child begins to express what he has learned

A. Non-verbal; non-vocal

B. Non-verbal; vocal

C. Verbal expressive language

1. In order to speak, the child must be able:
   - a. To hear speech sounds
   - b. To discriminate between speech sounds
   - c. To produce the speech sounds
   - d. To sequence the speech sounds in temporal order
   - e. To combine or synthesize the speech sounds into words
   - f. To associate the words with meaning

2. The child learns to speak only after he has learned words to speak
   - a. Input always precedes output

3. The child who has good receptive language, but whose language disorder is an expressive one, needs intensive training in expressive language

III. Visual receptive language

When verbal language has developed sufficiently, the association of the auditory symbols must be made with the visual symbols. It is the integration of the two channels - the auditory with the visual - that presents the greatest difficulty for children with learning disabilities.

A. Reading - superimpose the visual symbol system upon the already established auditory symbol system:

1. Associate the sound with the letter that represents it
2. Discriminate between the visual symbols
3. Sequence the visual symbols in proper order to make words
4. Discrimiante between combinations of visual symbols that make words
5. Associate the visual patterns with the auditory phonetic pattern of words
    a. Associate the written word with the spoken word
6. Associate the visual patterns with the objects, actions, and/or feelings that these new symbols represent.
    a. The printed word is the visual stimulus that arouses the auditory sound pattern of the spoken word with the recognition of its meaning.

IV. Visual expressive language

A. Writing - the graphic representation of the spoken or remembered sound of the letter or word (reauditorization) which, in turn, arouses the associated visual memory (revisualization) of a particular letter or group of letter symbols and the kinesthetic memory of their writing patterns and leads to the motor act of writing, which involves spelling (the sequencing of letters in proper order).

Spelling is the highest order of integration.

Receptive	Hearing	Reading
Expressive	Speaking	Writing (Spelling)

The auditory learning develops first and each sequential step in the development of spoken and written language depends upon the association and integration of each of the previous steps.

If a child's language has developed sequentially through all of the perceptual stages, his verbal language has developed sufficiently for his communication to be meaningful and adequate for his complete adjustment to the classroom, and he is ready for the next sequential steps - reading and then writing.

The child with learning disabilities has suffered a breakdown in the sequential development, so it is necessary to go back to the basic elements of language learning, and proceed step by step through all of the processes involved in the total development of language.

Preparation for writing is begun at the level of perceptual-motor training with:

a. Imitation of arm movements

b. Arm movements at chalkboard

c. Templates at chalkboard

d. Templates at tables

e. Filling in outline forms at tables

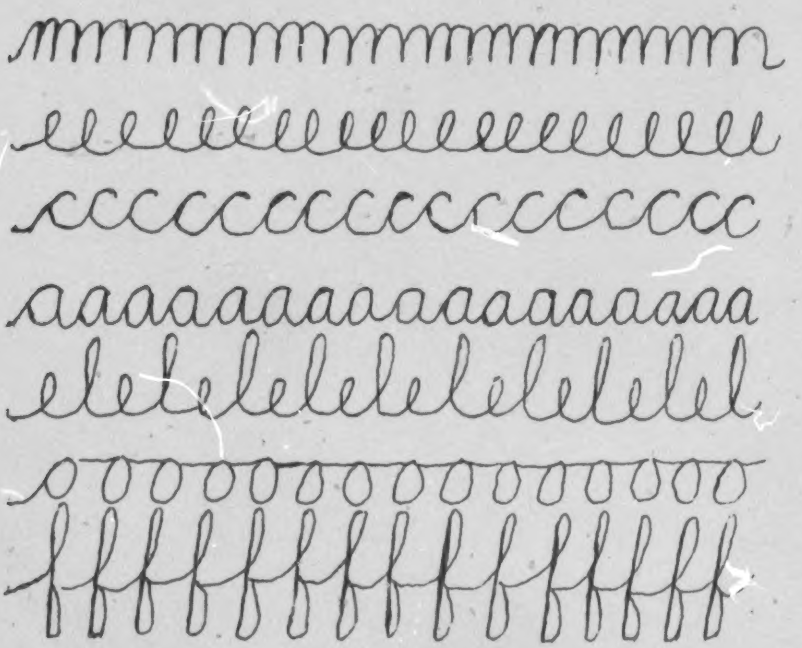
    1. Posture

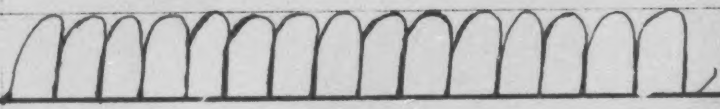
    2. Position of paper for right handed and left handed

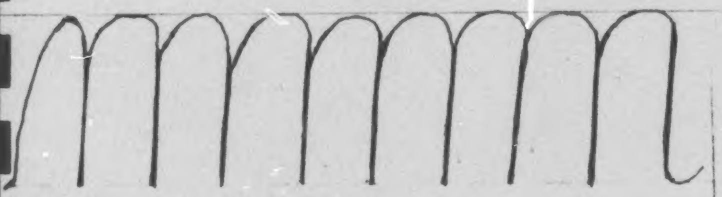
    3. Holding pencil with wrist straight

    4. Holding arm up off paper with elbow near body

Concurrently, writing exercises at the chalkboard (without lines) include tracing with the chalk, copying, and then writing independently. Then the exercises are transferred to specially lined paper for tracing, copying, and independent writing at tables:







Tracing letters during the phonic exercises, is followed by copying the letters on the chalkboard, and then writing from pre-set copy on specially lined paper at the tables. The same sequence is followed:

(1) Tracing the pre-set copy

(2) Copying

(3) Independent writing of letters

An arrow or a dot is placed on the left side of the line to indicate the starting point and insure left-right progression. Cursive writing is employed from the beginning, because:

1. It involves gross motor movement, which provides the kinesthesia (the feel of the entire form of the letter) which is so effective in the training.
    a. The child with perceptual problems has difficulty perceiving the whole form, and the purpose of all the basic motor-perceptual training in the production of forms is to overcome the problem of segmentation.
    b. In manuscript writing there is no kinesthesia of the whole letter. Each segment of the letter is produced separately; the letter is segmented.
2. It prevents confusion of similar letter forms.
3. It does not allow for reversals. Once the motor act of writing is initiated at a designated point at the left side of the chalkboard or the paper, there is a continuous movement from left to right.
4. The letters in each word are joined together as a unit in a continuous flow of movement.

Later in the program the combinations, words, and sentences are written from dictation at the chalkboard and then on paper. Finally, the children write original statements and experience stories.

It is essential that children learn to write, since handwriting extends into all written communication both in school and out. Both manuscript and cursive writing will be necessary for adequate communication throughout life, so both should be taught.

Cursive writing should be taught initially to effect the intersory integration, and then the transfer to manuscript is made very easily.

PHONIC METHOD

The structured language program is patterned after the method developed by Carolyn A. Yale to teach deaf children at the Clarke School for the Deaf. It begins with a phonic method with an alphabetic-phonetic-structured-sequential-linguistic multi-sensory approach, employing both manuscript and cursive letters. The black letters are on 6" x 9" pieces of heavy white cardboard. The manuscript letter is on one side of the card, and the cursive letter is on the other side of the card. The manuscript letter is used to name the letter, and the cursive letter is used for tracing the letter, while the sound is produced simultaneously.

The cursive letters are made large to provide maximum kinesthesia during the tracing and to internalize the "feel" of the form of the letter.

The letters are made straight up and down to aid those children who have difficulty with visual rotation of forms, and to allow for their use with either right handed or left handed children. When the children begin to write independently, they will develop their own style of handwriting.

The cursive letters are made with strokes leading into the letters to facilitate the combinations of the letters.

The letters are always presented first in vertical plane for tracing, copying, and independent writing. The copying and independent writing are done initially at the chalkboard (vertical plane) with free arm movement. The chalkboard should be unlined.

The multi-sensory approach provides for systematic drill in each perceptual area, integrates the visual, auditory, tactile, and kinesthetic processes and develops attention, retention, and recall. It utilizes the stronger modality of visual perception for support until the auditory perception is developed sufficiently for adequate functioning, and then the visual clues are gradually withdrawn.

The manipulation of the letter cards provides an excellent means of training:

a. Auditory and visual discrimination
b. Auditory and visual sequencing
c. Auditory and visual synthesis
d. Auditory and visual closure
e. Auditory and visual analysis
f. Auditory and visual memory

Each phoneme/grapheme is introduced through a sequence of seven steps similar to those presented by Mildred McGinnis in her Association Method:

1. Name the manuscript letter
2. Associate sound with visual symbol
3. Trace or copy letter and produce sound simultaneously
4. Identify cursive letter from visual stimulus
5. Identify cursive letter from auditory stimulus
6. Produce sound from memory following visual stimulus
7. Write cursive letter from auditory stimulus without visual clue (memory)

The continuant consonants are chosen for the initial presentation, because of the continuous auditory stimulus and kinesthesia (the "feel" of the articulators during sound production).

The three continuant consonant sounds m, f, and s are the first to be presented one at a time, through the sequence of the seven steps.

I. Name manuscript letter

  A. Teacher holds manuscript letter card facing child and gives the name of the letter

    "This is_____"

II. Associate with meaning

  A. Associate the sound with the visual symbol

    Teacher turns letter card over to cursive letter

    "It says_____," traces and produces sound simultaneously.

III. Trace

  A. Child traces letter and produces the sound simultaneously

  B. Teacher places letter card on chalk ledge with cursive letter exposed

IV. Visual (lip-reading) - Identify cursive letter from visual stimulus

  A. Teacher produces the sound inaudibly, while child watches the lips

  B. Child identifies the letter that represents the sound, traces, and produces the sound simultaneously.

V. Auditory - Identify cursive letter from auditory stimulus

  A. Teacher produces the sound audibly, while child is not watching her lips (is turned around or has eyes closed).

  B. Child identifies the letter, traces it, and produces the sound simultaneously.

VI. Saying from memory - Produce sound from memory following visual stimulus.

   A. Child turns away from chalkboard, and produces the sound from memory.

VII. Writing from memory

   A. Teacher produces the sound audibly

   B. Child writes the letter on the chalkboard without any visual clues. (Dictation)

The seventh step is not included until the child has learned to copy the letter from the card without any difficulty. Writing the letter in the air with eyes closed facilitates memory for the form of the letter prior to independent writing.

After two sounds have been introduced through the sequence of the seven steps, the letter cards are placed on the chalk ledge with cursive letter exposed for auditory and visual discrimination.

After the third sound is introduced through the sequence of the seven steps, all three letter cards are placed on the chalk ledge for auditory/visual discrimination.

After the three continuant consonant sounds (m, f, s) are learned, the short vowel sound -a- is introduced through the same sequence with the letter cards.

Sound blending

A letter card with a consonant and a card with the vowel are placed on the chalk ledge.

The teacher traces each letter, and produces the sound simultaneously. Then she makes a continuous movement with her finger going from the consonant to the vowel and blending them together as she produces them. The child imitates the teacher through the sequence.

The child turns away from the chalkboard and repeats the sounds separately and then smoothed, as the teacher indicates with her thumb and index finger the sequence of the sounds and uses a sweeping motion of the thumb to indicate the blending of the two sounds.

Note: The teacher must make sure that her hand is turned to proceed from the child's left to right.

The same procedure is followed with all three consonants in the initial position with the vowel, making consonant-vowel combinations. Then the order is reversed, and the vowel is placed in the initial position with all three consonants, making vowel-consonant combinations. The same procedure is followed through step by step with all three consonants.

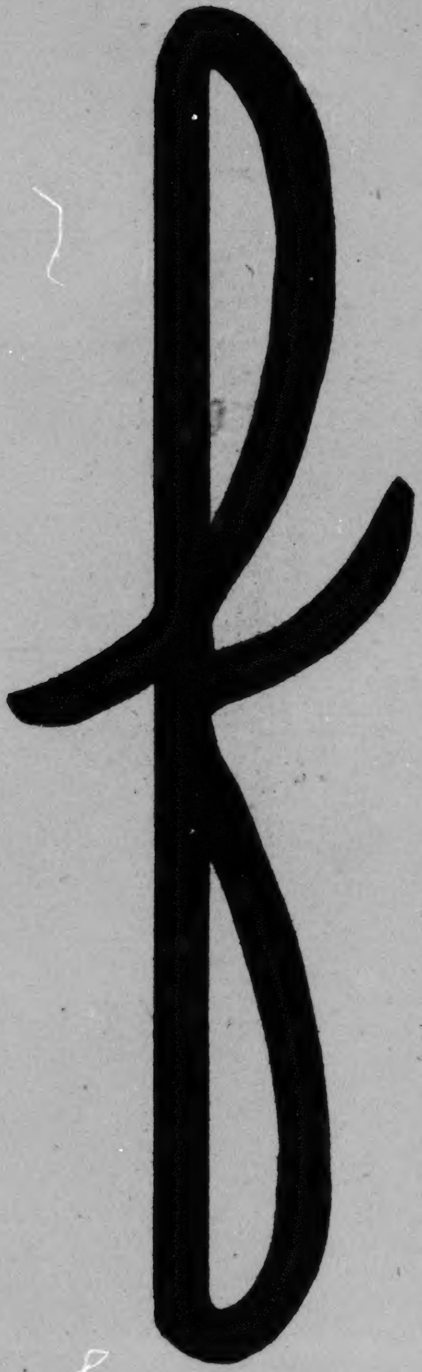
A second consonant is then added to the combination making a consonant-vowel-consonant combination.

The same step by step procedure is followed with all possible consonant-vowel-consonant combinations with the three consonants.

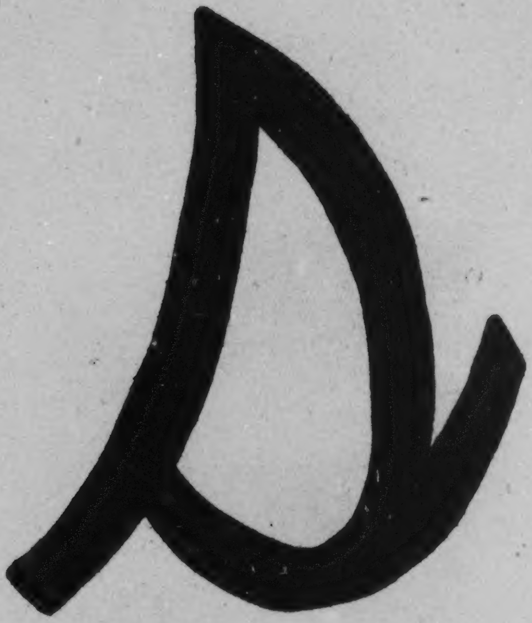
The first sound/letters are the most difficult. After the consonant-vowel-consonant combinations with the vowel -a- have been over-learned, the second vowel will be learned in half the time.

m

m



f



S

a

a

Each new phoneme/grapheme is introduced through the same sequence until all of the voiceless consonants and the five short vowels have been introduced and used in the blending process in all possible consonant-vowel, vowel-consonant, and consonant-vowel-consonant combinations.

The Yale Charts* are then introduced and explained to the children. The letter cards are matched to the spellings on the charts and sounded simultaneously.

The remaining phonemes/graphemes with their secondary spelling are introduced one at a time until all have been mastered. The secondary spellings are written in red to distinguish them from the primary spellings.

The order in which the additional consonants and vowels are introduced with their secondary spellings is:

> -o-, l, n, p, t, k, -u-, h-, $\overset{1}{t}$h, sh, ch, r-, -i-, -e-, wh,
> ee, w-, b, d, g, v, $\overset{2}{t}$h, z, j, ng, $\overset{1}{o}$o, $\overset{2}{o}$o, ar, aw, o-e, a-e
> i-e, u-e, ur, ou, y-, oi, q, qu, and x.

As they are learned they are placed upon the consonant and vowel charts (Yale Charts), which are always kept in view for ready reference as the written exercises progress.

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*Yale, Carolyn A., Formation and Development of Elementary English Sounds, Northampton, Mass: The Clarke School for the Deaf. 1914, pp. 10-11.

YALE CHARTS

The Yale Charts were designed by Carolyn A. Yale at the Clarke School for the Deaf for teaching the English sounds to deaf children. They are structured scientifically on a phonetic base utilizing traditional orthography, and they are phono-visual. On the consonant chart the first vertical column contains all of the voiceless consonants and their secondary spellings; the second vertical column contains their voiced equivalents and their secondary spellings; and the third vertical column contains the nasal sounds. The horizontal arrangement classifies the consonants according to the formation of the sounds. A dash following a letter indicates that the letter has that particular sound only when it appears in the initial position of a word or syllable.

The vowel chart is so constructed that all of the primary and secondary spellings for the back-round vowels appear in the first horizontal row; the primary and secondary spellings for the front vowels appear in the second horizontal row; and the lowest line contains the primary and secondary spellings for the diphthongs. The diphthongs o-e and a-e appear in the scales to which their radical parts belong, and may or may not be included again with the diphthongs in the bottom row on the chart.

The rules for pronunication on both charts are indicated by dashes and numerals. The dashes on the consonant chart stand for the vowel following the consonant. On the vowel chart the dashes stand for consonants. For instance, -a- has the sound of ă (hat) while a-e has the sound of ā (hate). Dashes preceding letters or spellings indicate that the letter (or group of letters) has that particular sound only when appearing at the end of a word or syllable; a short dash (-) indicates a one syllable word and a long dash (—) indicates a word with more than one syllable.

The numerals (1) or (2) appear above a spelling when that particular spelling has more than one sound. For example, $\overset{1}{\underline{\text{oo}}}$ (m$\overline{\text{oo}}$n) is a long vowel and $\overset{2}{\underline{\text{oo}}}$ (b$\breve{\text{oo}}$k) is a short vowel; $\overset{1}{\underline{\text{ea}}}$ (eat) is a long vowel and $\overset{2}{\underline{\text{ea}}}$ (head) is a short vowel; $\overset{1}{\underline{\text{ow}}}$ (cow) sounds the same as ou (out) and $\overset{2}{\underline{\text{ow}}}$ has the same sound as o-e (home).

The letter r- (initial position) appears on the consonant chart, and the sound of ur and the secondary spellings appear on the vowel chart. The —ar, —or, and —re indicates that these three spellings have the sound of ur only when they appear at the end of a multi-syllabic word.

The use of the charts eliminates the necessity for teaching phonic "rules", which are too abstract for the children to comprehend and apply.

Sounds in words that do not have phonetic spellings should be underwritten with the primary chart spellings for pronunciation. For example, sh$\underset{\text{oo}}{\text{oe}}$ and $\underset{\text{-u-}}{\text{won}}$.

Silent letters, as b in thumb, should be crossed out, as thum$\cancel{\text{b}}$.

Exceptions to the chart spellings are taught as they arise in vocabulary building. Diacritical marks may be introduced later when the dictionary is presented.

Consonant Sounds

(Yale Chart)

h-				
wh	w-			
p	b	m		
t	d	n	l	r-
k ck c	g	ng		
f ph	v			
t́h	t̆h			
s c(e) c(i) c(y)	z			
sh			y-	
ch tch	j g(e) g(i) g(y) dge			x-ks qu-kwh

Adapted from Formation and Development of Elementary English Sounds, Carolyn A. Yale, Northampton, Mass: The Clarke School for the Deaf, 1914, p. 10.

Vowel Sounds

(Yale Chart)

$\overset{1}{\text{o}}\text{o}$ (r)u-e (r)ew	$\text{o}\overset{2}{\text{o}}$	o-e oa -o $\overset{2}{\text{o}}$w	aw au o(r)	-o-
ee -e $\overset{1}{\text{e}}$a e-e	-i- ——y	a-e ai ay	-e- e$\overset{2}{\text{a}}$	-a-
	a(r)	-u- —a	ur er ir —ar —or —re	
	i-e igh —y	ou $\overset{1}{\text{o}}$w	oi oy	u-e ew

Adapted from Formation and Development of Elementary English Sounds, Carolyn A. Yale, Northampton, Mass: The Clarke School for the Deaf, 1914, p. 11.

As the children recognize word meanings from the combinations of sounds, they are associated with the objects, actions, or feelings that they represent.

In this way a spoken and written vocabulary is built as the phonic program progresses, and reading and spelling are learned through writing.

Strip charts are made of colors, numbers, nouns, verbs, and adjectives for ready reference until they are thoroughly mastered. Headings for the charts include the question forms and the symbols used in the Key to Straight Language:

What color: *How many:* *Who:* *What:* *Verbs:* *Adjectives:*

No basic readers are introduced until phonics have been mastered, and the ability to decode the major part of the language which is phonetic has been developed. Then the Open Court Method and/or the Phonovisual Method, which are also based on the system of phonetics structured on the Yale Charts, provide an excellent introduction to text book reading, and also provide a correlated language arts program. However, the phonic skills learned in this program combined with any resource reading materials, which follow a developmental reading program, provide a firm foundation for the normal child as well as the perceptually impaired child.

How many:

one
two
three
four
five
six
seven
eight
nine
ten

What color:

red
yellow
blue
white
black
green
orange
brown
purple
pink
gray

Who:

a boy
a girl
a man
a woman
a baby
people
Daddy
Mama
Father
Mother

Names of children
a principal
a teacher
a custodian
a nurse
a doctor
a dentist
a barber
a policeman
Santa Claus

What:

arms
eyes
ears
hair
mouth
nose
hands

a tree
a leaf
a flower
a plant
a seed
the grass
the sky

a truck
a train
a bus
a boat
an airplane
a car
a trailer

an apple
an orange
a banana
a grapefruit
a peach
a pear
grapes

What:

a ball
a car
a doll
a drum
a horn
a marble
a block

a bee
a cat
a dog
a fish
a duck
a fly
a puppy

a cap
a coat
a dress
a shoe
a shirt
pants
a belt

a bed
a book
a box
a brush
a comb
a basket
a chair

Adjectives:

big
little

new
old

wide
narrow

tall
short

sour
sweet

asleep
awake

high
low

heavy
light

hard
soft

cold
hot

thin
thick

empty
full

wet
dry

dead
alive

short
long

early
late

smooth
rough

small
large

fat
thin

clean
dirty

slow
fast

loud
soft

sharp
dull

pretty
ugly

KEY TO STRAIGHT LANGUAGE

Just as the learning disabled child has difficulty in sequencing sounds in words and syllables in words, he also has difficulty in sequencing words in sentences. Therefore, some means must be provided to give him a concrete, graphic representation of the structure of a sentence. The Key to Straight Language* is invaluable for this purpose. It was developed by Edith Fitzgerald, a deaf woman, for teaching language to deaf children.

The Key words and symbols are painted with yellow poster paint at the top of the chalkboard, where they are always visible for ready reference, and act as a guide to straight language.

In the beginning, only *Who:* ══ (verb symbol) are painted on the chalkboard. Chalk lines are drawn vertically 16" apart on the chalkboard. At first only the subject and intransitive verb are introduced.

The teacher gives a verbal command, "Run"

The child executes the command (experiences the action), and then he stands with his back to the chalkboard under the word *Who:*

The teacher asks the question, "Who ran?"

The child answers, "I ran"

The teacher points to the word *Who:* and the verb symbol and says, "You ran"

The pronoun and verb charts are begun with headings:

Pronouns:	*Verbs:*
Who:	══
I	ran
You	

---

*Fitzgerald, Edith. Straight Language for the Deaf, Washington, D.C.: The Volta Bureau, 1949.

Another child talks to the child who performed and says, "You ran"

Then he turns around, uses the child's name, and says "_____ran"

The first child is given a second command, "Walk"

The same procedure is followed, except the second child, describing the action, uses the pronoun "He (or "She") walked"

The new words are then written on the charts.

Pronouns:	*Verbs:*
Who:	==
I	ran
You	walked
He	
She	

The plural nominative pronouns are introduced by having two children perform an action simultaneously, and having each child in the group describe it:

____and I

We

____and____

They

The pronoun chart is built up as the pronouns are introduced or needed, and it serves as a ready reference when the child wants to use a specific pronoun in his expressive language later.

Pronouns:

Who:	*Whom:*	*Whose:*	*Whose ____?*
I	me	my______	Mine
You	you	your____	Yours
He	him	his_____	His
She	her	her_____	Hers
We	us	our_____	Ours
You	you	your____	Yours
They	them	their___	Theirs

What:	*What:*	*Whose:*
It	it	its_____
They	them	their___

The written form of the command is presented on a card the day following the initial presentation. The teacher holds up the card, "Run". The child reads the command and performs the action, stands at the chalkboard under *Who:* and describes the action. Two children are asked to read and execute the command for practice on plural pronouns.

The teacher points out that the command is in the present tense, and the past tense is used after the action is completed.

Several intransitive verbs are introduced through the same procedures, and all nominative pronouns are reviewed with the presentation of each new verb.

The third Key word *What:* is added at the right side of the third column, and the direct object is introduced.

The teacher gives an oral command, "Throw a ball".

The child executes the command, stands under the Key word *Who:*, and the teacher places the ball on the chalk ledge under the Key word *What:*

The teacher asks the question, "What did you throw?" as she points to Key word *What:*

The child says, "I threw a ball"

A second child says to the first child, "You threw a ball"

Then he turns away from the child and says "____threw a ball", using the child's name.

The teacher asks the second child a question, pointing to the Key word, "Who threw a ball?"

The child answers in a complete sentence. "_____threw a ball"

The teacher asks a second question, pointing to the Key word "What did_____throw?"

The child answers in a complete sentence using the pronoun, "_____threw a ball"

The teacher calls attention to the change in the form of the verb in the last question.

The new verb is written on the chart, and the noun is written on the new strip chart under *What:*

The following day the written form of the command, "Throw___ ___" is presented.

The child reads, executes the command, and describes the action orally.

Two or more children are asked to read, execute, and describe the action for practice with plural pronouns and nouns.

Several transitive verbs are introduced through the same procedure, and the new words are placed on the respective charts for future reference.

The fourth Key word *Where:* is then painted at the top of the chalkboard in the center of the fourth column, and prepositional phrases and words designating place are introduced. Only one preposition is introduced at a time.

The teacher gives a command, "Put a book on a table"

The child performs the action, stands under the Key word *Who:*, and describes the action, as the teacher points to the Key words and symbols.

The teacher writes the preposition on the strip chart under

Where:

on___ ___

Where:

on________

in________

under____

over______

to________

at________

around______

between_____

behind_______

in front of______

beside_______

off______

out of_______

away

downtown

outdoors

home

upstairs

downstairs

When:

Yesterday

Today

Tomorrow

Day before yesterday

Day after tomorrow

After a while

This________

Last________

Next________

Then________

A long time ago

One day

One day in_______

Many years ago______

All___________

Soon__________

In a little while______

At night___________

At noon____________

Once upon a time________

Every day__________

The next day___________

The teacher asks questions about each action after it has been performed and described, as she points to the Key words on the chalkboard:

The child answers in complete sentences

"Who_____ _____?"

"What____ _____?"

"Where___ _____?"

Some additional questions might be:

"Where is_____?"

"Is_____on_____?" using a wrong designation

The question requiring the negative form is used to give the child practice in formulating negative statements.

The teacher explains that the verb sometimes reverses its position when the sentence changes from a declarative sentence to an interrogative sentence.

The child is taught to ask the questions through the sequence as the language building progresses.

The entire Key is built up in the same way, and the Key words and symbols painted at the top of the chalkboard act as a constant guide to straight language. In eliciting the proper syntax of a sentence through spontaneous speech, the teacher points to the appropriate Key words in sequence as the child speaks.

The Key paper, which shows the progression of the structure of the Key to Straight Language, is included for reference.

Who: What:		Whom: What:
	=	

Adapted from Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949

Whose: Who: What:	═ ⊓	Whom: What: Whose: Whom: What:	Where:

Adapted from Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949

Whose:	Who: What:		Whom: What:	Whose:	Whom: What:	Where:
	I	walked.				
	Bobby	ran.				
	He	jumped.				
	Sally	stood up.				
	She	sat down.				
	—and I	marched.				
	We	laughed.				
	—and—	bowed.				
	They	skipped.				
	—	threw			a ball.	
	He	bounced			it.	
	—and—	rolled			marbles.	
	They	shot			them.	
	—	put			a book	on a table.
	She	put			a block	on the floor.
	—	held			Jimmy.	
	He	carried			him.	
	—	handed	Mary		a pencil.	
	She	handed	her		a notebook.	
	—	gave	—and—		some candy.	
	He	gave	them		cookies.	

Adapted from Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949

Whose:	Who: What:			Whom: What:	Whose:	Whom: What:	Where:
	I	see				a boy.	
	I	saw				a girl.	
	I	have				brown eyes.	
	I	have				brown hair.	
	Tim	has				blonde hair.	
	He	has				blue eyes.	
	——and——	have				brothers.	
	They	have				sisters.	
	I	am	a girl.				
	I	am	pretty.				
	Fred	is	a boy.				
	He	is	tall.				
	——and——	are	sleepy.				
	They	are	tired				

Whose: Who: What:		What: () Whom: Whose: Whom: What:	Where:	With___: How much:	When:
⌐	= ⌐				⊐

Adapted from Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949

Subject:	Verb:	Indirect Object: Direct Object:	Where:	From____: For____: With____: How: How far: How often: How long: How much: Why:	When:

Adapted from Straight Language for the Deaf, Edith Fitzgerald, The Volta Bureau, Washington, D.C. 1949

Regular and irregular verbs are conjugated and then placed in verb boxes - an outline showing past, present, and future tenses in positive, negative, and interrogative forms.

Later the progressive forms are introduced and added to the outlines as needed. The verb outlines are included for reference.

The child is encouraged to tell about himself, his family, and his experiences.

As soon as his writing has progressed sufficiently, he is encouraged to write about himself, his family, and his experiences.

Original statements and experience stories are not written on Key paper. The Key words and symbols, which are always visible at the top of the chalkboard, serve as the guide to straight language.

By following these procedures systematically and sequentially, the child builds up a spoken and written language background. He learns to read through writing, and what he reads has particular meaning for him, because everything that he writes is within the range of his own experience.

Verbs:

- ran
- walked
- bowed
- jumped
- hopped
- skipped
- stood up
- sat down
- fell
- laughed
- threw
- carried
- saw
- drank
- ate
- tore
- blew
- drew
- put
- went

Regular Verb

to walk

PAST	PRESENT	FUTURE
walked	walk walks	shall walk will walk
did not walk	do not walk does not walk	shall not walk will not walk
Did_____walk?	Do_____walk? Does______walk?	Shall______walk? Will________walk?
was walking were walking	am walking is walking are walking	shall be walking will be walking

Irregular Verb

to run

PAST	PRESENT	FUTURE
ran	run runs	shall run will run
did not run	do not run does not run	shall not run will not run
Did______run?	Do______run? Does______run?	Shall_____run? Will________run?
was running were running	am running is running are running	shall be running will be running

Double Verb

to stand up

PAST	PRESENT	FUTURE
stood up	stand up stands up	shall stand up will stand up
did not stand up	do not stand up does not stand up	shall not stand up will not stand up
Did_____stand up?	Do_____stand up? Does_____stand up?	Shall_____stand up? Will_____stand up?
was standing up were standing up	am standing up is standing up are standing up	shall be standing up will be standing up

Auxiliary Verb

to be

PAST	PRESENT	FUTURE
was were	am is are	shall be will be
was not were not	am not is not are not	shall not be will not be
Was________? Were________?	Am______? Is_______? Are_______?	Shall________? Will________?
was being were being	am being is being are being	shall be being will be being

Auxiliary Verb

to have

PAST	PRESENT	FUTURE
had	has have	shall have will have
did not have	do not have does not have	shall not have will not have
Did ____ have?	Do ______ have? Does ______ have?	Shall ______ have? Will ________ have?
was having were having	am having is having are having	shall be having will be having

Auxiliary Verb

to do

PAST	PRESENT	FUTURE
did	do does	shall do will do
did not do	do not do does not do	shall not do will not do
Did____do?	Do_____do? Does_____do?	Shall_____do? Will_____do?
was doing were doing	am doing is doing are doing	shall be doing will be doing

IRREGULAR VERBS

PRESENT	PAST
run	ran
stand up	stood up
sit down	sat down
fall	fell
see	saw
drink	drank
eat	ate
tie	tied
bring	brought
put	put
tear	tore
blow	blew
feel	felt
find	found
draw	drew
carry	carried
choose	chose
come	came
bite	bit
go	went
give	gave
lose	lost
hurt	hurt
steal	stole

Additional guides to straight language are written on charts for ready reference:

How many:	*What:*
three	books

What color:	*What:*
black	hair

How many:	*What color:*	*What:*
five	red	apples

Plurals - regular

__________s

__________es

Plurals - irregular

a man	men
a woman	women
a child	children
a baby	babies
a tooth	teeth
a foot	feet
a sheep	sheep
a fish	fish
a mouse	mice
a leaf	leaves
a fly	flies
a puppy	puppies

Classification of nouns under the headings:

Toys

Animals

Clothing

Vegetables

Fruit, etc.

Parts of things:

the back of a chair

the top of a table, etc.

Nouns requiring a modifying phrase:

a piece of______

a box of_________

a can of_________

a glass of______

a package of________etc.

The expletive "There" with to be

Too and either:

_____went_____ _____did not go________

_____went_____, too _____did not go, either

One___________, and the other___________.

One___________, and the others__________.

One___________, one__________, and the others___________.

Another_______________ One of them __________________

Some of it____________ Some of them _________________

REFERENCES

Additional information and activities for language development may be found in:

The Young Aphasic Child	-	Hortense Barry
Straight Language for the Deaf	-	Edith Fitzgerald
Aphasic Children	-	Mildred A. McGinnis
Formation and Development of Elementary English Sounds	-	Carolyn A. Yale

PART V

LESSON PLANS

156b

Lesson Plan # 1

Greeting: "Good morning.____" "Good morning,____"
Personal information: "What is your name?" "My name is____" Present name cards
Calendar: "Today is____" "What day is today?" "Today is____"

Materials:	Materials:	Materials:
Worsteds (yarn balls) Paper strips	Geometric solids: Sphere, cube, pyramid Corduroy touch bag	Daily Sensorimotor Activities* Paper and pencil Full length mirror

Color

Introduce color with worsteds
  Begin with three primary colors: red, yellow, blue
    "I have two____"
    Teacher matches each color

    "Find one like this"
    Child matches each color

  Identify:
    "Show me____"
    Child points to color named

  Name:
    (Use complete sentences)
    "What color is this?"
      "That is____"
    "Is this____?"
      (Use not)
      "That is not____
        It is____"

  Add: white, black, green
    (Follow same procedure)

  Match: one color
  Identify: two colors
  Name: three colors

  Add: orange, purple, pink brown

  Match worsted to strips of colored paper

  Match worsteds to colors in clothing and objects in room

  Rearrangement of colors
    Teacher arranges colors in row (begin with three)
    Child covers his eyes
    Teacher changes order of colors
    Child rearranges colors in original order

Form

Introduce geometric solids
  Present sphere, cube, pyramid
    "I have two____"
    Teacher matches each solid
    "Find one like this"
    Child matches each solid

  Identify:
    "Show me the____"
    Child points to form named

  Name:
    (Use complete sentences)
    "What is this?"
      "That is a____"

  Tactile:
    Teacher feels form of solid
    "This is a sphere
      It is round"
    Child feels form of solid
      "This is a sphere
        It is round," etc.
    Teacher places three forms in corduroy bag
    "Find the____"
    Child finds form from touch

  Name and describe:
    (Use complete sentence)
    "What is that?"
      "This is a sphere
        It is round"

      "This is a cube
        It is square"

      "This is a pyramid
        It is flat on the bottom and pointed at the top"

Rearrangement of solids
  Teacher arranges solids in row
  Child closes his eyes or turns around
  Teacher changes order
  Child rearranges solids

Perceptual-Motor

Imitation of movements
  Child imitates movements of teacher:
    Both arms out at sides, out front, up, diagonally
      (Keep elbows straight)

    Right arm out at side - down
    Right leg out at side - back
    Right arm and leg out at side
    Left arm out at side - down
    Left leg out at side - back
    Left arm and leg out at side

    Cross over midline:

    Right arm and left leg out
    Left arm and right leg out

  Body image:
    Child draws picture of self
    (Keep for future comparison)

  Body surfaces:
    Teacher touches body surfaces
    "This is my front"
    "This is my back"
    "These are my sides"

    Child stands in front of full length mirror

  Identify:
    "Show me your front"
    "Show me your back"
    "Show me your sides"

  Name:
    Child touches body surfaces
      "This is my front"
      "This is my back"
      "These are my sides"

  Identify body parts:
    Daily Sensorimotor Training Activities - Page 3

*See References

Date ________________

Materials:
Whistle, clicker, hand drum, tone block and mallet, bell, and triangle

Auditory

Discriminate gross sounds:
- Present two at a time
  - Teacher sounds:
    - whistle - clicker
    - "Are they the same?"
    - drum - tone block
    - "Are they the same?"
    - bell - triangle
    - "Are they the same?"
    - clicker - clicker
    - "Are they the same?"

Identify gross sounds:
- Child turns around
- Teacher sounds object:
- "Show me what made the sound"
- Child points to object
- Teacher associates name with object
- "This is a whistle"
- "This is a clicker"
- "Show me the_____"

Name:
- Child turns around
- Teacher sounds object:
- "What did you hear"
  - "I heard____"

Imitate for sound of:
- clapping
- laughing
- coughing
- humming

Teacher performs action
Child imitates action

Name:
- Child turns around
- Teacher performs action
- "What did I do?"
  - "You clapped," etc.

Materials:
Manuscript and cursive letter cards 6" x 9"

Phonics

Introduce one letter at a time
- Teacher names manuscript letter
  - "This is m "
  - Teacher sounds and traces cursive letter
  - Child sounds and traces letter
  - Teacher places letter card on chalkledge with cursive letter exposed
  - Teacher produces sound inaudibly
  - Child identifies, traces, and sounds letter (Visual identification)
  - Teacher produces audibly
  - Child identifies, traces, and sounds letter (Auditory identification)
    - Letters in order of introduction: m, f, s, -a-

Introduce sound blending
- Combine consonant-vowel and and vowel-consonant on chalkledge
  - All possible combinations:

ma	am
sa	as
fa	af

  - Sequence and blend
  - Use fingers for recall (No prompting)

Introduce consonant-vowel-consonant combinations
- All possible combinations:

fam	maf
sam	mas
mam	mam, etc.

- Sequence and blend
- Use fingers for recall (No prompting)
- Note: Teacher must hold hand so the order of fingers is from child's left to right

Materials:
Straight Language for the Deaf*
Pronoun chart Strip charts
Name cards

Language

Introduce the Key to Straight Language
- Teacher writes at top of chalkboard
  - *Who:* ═ (verb symbol)
- Teacher gives oral command "Run"
- Child executes command
- Child stands in front of chalkboard under *Who:*═ and describes action
  - "I ran" as teacher points to *Who:* ═ on chalkboard
- Another child talks to him as he points to him
  - "You ran"
- Then he turns around and uses child's name and describes the action
  - "____ran"
- Teacher writes in key on chalkboard
  - "_____ran"
- Teacher writes pronouns on chart
  - *Pronouns*
  - —+—
  - I
  - You
- Teacher presents four intransitive verbs through same procedures
- Teacher writes verbs in past tense on strip chart with verb symbol at top
  - ═
- Teacher writes names on strip chart
  - *Who:*
- Teacher matches name cards to names on chart

Lesson Plan # 2

Greeting: "Good morning,____" "Good morning,_____"
Personal information: "What is your first/last name?" "My first/last name is____"
Calendar: "What day was yesterday?" "Yesterday was____"

Color

Materials:
Worsteds
Color cards and words

Review color exercises

Match: / Identify: / Name: — one color, two colors, three colors

Identify missing color(s)
(Visual memory)
Teacher removes color(s) from group and puts behind her
Child finds matching color(s)
one color
two colors
three colors

Name missing colors

Match worsteds to color cards on chalk ledge

Match words to color cards - red, yellow, blue, black, white, green, brown, orange, purple, pink

Rearrangement of colors:
Teacher arranges colors in a row
(Begin with three)
Child observes order
Teacher places shield between child and colors and rearranges colors
Child puts colors in original order
Child names colors in sequence

Form

Materials:
Sphere, cube, pyramid
Corduroy bag

Review form exercises

Identify / Name: — sphere, cube, pyramid

Tactile:
(Use touch bag)
Find: / Name: / Describe: — sphere, cube, pyramid
"This is a sphere
It is round
It is natural color
It is made of wood," etc.

"This is a cube
It is square
It has six sides
It has eight corners"

"This is a pyramid
It is flat on the bottom and pointed at the top
It has three sides
It is made of wood"

Name missing solid
Teacher arranges solids in a row
Child closes eyes
Teacher removes one solid
"What's missing?"
Child names missing solid
"The____is missing"

Present the three dimensions
Teacher gives three dimensions of solids:
length
width
depth - height

Teacher follows length of solid with her finger
"What dimension is this?"
"That is____," etc.

Perceptual-Motor

Materials:
Daily Sensorimotor Training Activities

Review imitation of movements
Child imitates movements of teacher:
Review all movements

Imitate movements of teacher:
Bilateral circles with arms out straight in front

○○ ○○

Horizontal movements with arms out straight at sides

⟷ ⟷

Vertical movements with arms out straight in front

↕ ↕

Body image:
Identify body parts
Daily Sensorimotor Training Activities Page 4

Basic body movements
Daily Sensorimotor Training Activities Pages 45-46

Child lies on back on the floor
Teacher places hands on child's shoulders to inhibit movement as child lifts head from floor, and as child turns head from left to right

Date ________________

Materials:
Two bells - different tones
Two squeaky toys - different sounds - two kinds of paper

Auditory

Discriminate gross sounds:
- Present two at a time
  - Teacher sounds two bells with different tones
  - "Are they the same?"
  - Teacher sounds two squeaky animals with different sounds
  - "Are they the same?"
  - Teacher sounds two different kinds of paper
  - "Are they the same?"

Identify:
- Child turns around
- Teacher sounds object:
- "Show me which one made the sound"
- Child points to object

Name:
- Child turns around
- Teacher sounds object
- "What did you hear?"
  - "I heard____"

Discriminate environmental sounds
- Teacher produces sounds by:
  - knocking on table
  - stamping foot
  - snapping fingers, etc
- Child watches and listens
- Child turns around
- Teacher performs action
- "What did I do?"
  - "You knocked on the table," etc.

Materials:
Manuscript and cursive letters

Phonics

Introduce new sounds: -o-, l, and n through the sequence:
- Name manuscript letter
- Sound and trace cursive letter
- Visual identification
- Auditory identification
- Say from memory
- Write from memory
  - Teacher dictates single sounds
  - Child writes each sound on chalkboard in cursive writing and produces sound simultaneously
    - (Trace if necessary)

Combine -o- with consonants, sequence, and blend all possible combinations:

mo om
so os
fo of
lo ol
no on

Combine consonant-vowel-consonant, sequence, and blend combinations:

fom mof
som mos
mom mom
lom mol
nom mon, etc.

Materials:
Pronoun chart Strip charts

Review exercises for pronouns (I, You) and verbs (ran, walked, jumped, bowed) in Key at chalkboard

Introduce pronouns

He
She

- Teacher gives oral command to a boy
- The boy executes command, stands in front of chalkboard, and describes action,
  "I____"
- Another child describes action using child's name
  "Randy____"
- Teacher writes in Key on chalkboard
  "Randy_____"
- Teacher gives another oral command to same boy
- He executes command, stands in front of chalkboard, and describes action
- Another child describes action, using pronoun
  "He____"
- Teacher writes in Key
  "He____"

Introduce the pronoun "She" through same procedures
"Gale____"
"She_____"

Teacher writes pronouns on chart

Pronouns

Who:
I
You
He
She

Lesson Plan # 3

Greeting: "Good morning____,____"
Personal information: "What is your full name?" "My full name is___ ____"
Calendar: "What day will tomorrow be?" "Tomorrow will be____"

Materials:	Materials:	Materials:
Color cards and words Strip chart - *What color:* Color chart and duplicates	Sphere, cube, pyramid Plane forms: circle, square, triangle. Touch bag	Daily Sensorimotor Training Activities

Color

Review color words
  Match words to color cards
    Teacher places word cards on table
    Teacher holds up color card
    Child selects matching word
      "This is____"

  Introduce *What color:* chart
    Teacher presents a strip chart (6" wide) with color names

What color:

red	yellow	blue
green	orange	black
white	brown	purple
pink		

  Match word cards to color chart
    Teacher hands child color word card
    Child matches word card to color name on chart
    Child reads color names

Introduce shades of color
  Teacher presents color chart
  Child matches duplicates to color chart with shades of color

Identify:
  "Show me light____"
  "Show me dark_____"
  "Show me medium___"

Name:
  "What color is this?"
    "That is light____"
    "That is dark_____"
    "That is medium___"

Form

Review all forms
  Name:
    sphere
    cube
    pyramid

  Tactile:
    (Use touch bag)
    Find:
    Name:
    Describe:
      sphere
      cube
      pyramid

    "This is a sphere
     It is round
     It is natural color
     It is made of wood
     It can roll," etc.

  Transfer to two dimensional figures
    Teacher introduces plane figures in solid black
    Teacher matches solid forms to plane figures:
    "This is a circle
     This is a square
     This is a triangle"

    Teacher explains two dimensions on form cards
    "This is length," etc.

    Teacher places form card on chalkboard ledge

    Identify:
    "Show me the____"

    Name:
    Teacher points to form card
    "What is this____?"
      "That is a____." etc.

  Rearrangement of cards
    Child closes eyes
    Teacher rearranges cards
    Child puts cards in original order

Perceptual- Motor

Imitation of movements
  Child imitates movements of teacher
  Review all movements

  Bilateral circles with arms straight

  Horizontal movements with arms straight

  Vertical movements with arms straight

    Teacher and child count from one to ten as movements are executed

  Body image
    Daily Sensorimotor Training Activities - Pages 5-6

  Basic body movements
    Daily Sensorimotor Training Activities Page 46

Date ____________________

Materials:
Typing paper, tissue paper, newspaper
Three different squeaky toys

Auditory

Discriminate gross sounds:
- Present sounds of three kinds of paper as child listens
  - "This is typing paper"
  - "This is tissue paper"
  - "This is newspaper"

Identify:
- Child turns around
- Teacher produces sound of two/three kinds of paper
- "Show me the one that you heard"
- Child turns around and points to the one that he heard

Name:
- Child turns around
- Teacher produces sound
- "What did you hear?"
  - "I heard____"

Environmental sounds:
- Teacher produces sound
- Child watches and listens
  - clapping hands
  - knocking on table
  - snapping fingers
- Child turns around
- Teacher produces sound
- "What did I do?"
  - "You____ ____ ____"

Sequence gross sounds:
- Child closes eyes
- Teacher produces two and then three sounds in sequence
- Child names objects in sequence
- "What did you hear?"
  - "I heard the newspaper, the tissue paper, and the typing paper," etc.

Sequence environmental sounds

Materials:
Manuscript and cursive letter cards

Phonics

Introduce new sounds:
- p, t, k, -u-, and h through the sequence
- Sound blending with letters
  - Consonant-vowel-consonant combinations with the three vowels

-a-	-o-	-u-
fam	fom	fum
sal	sol	sul
maf	mof	muf
lan	lon	lun
nas	nos	nus
pat	pot	put
hap	hop	hup

- Dictate single sounds at chalkboard
  - (m, f, s, -a-, l, n, -o-, p, t, k, -u-, h)
  - Teacher produces each sound
  - Child produces sound as he writes it in cursive writing on the chalkboard

Note: h is used only in initial position in combinations

Materials:
Pronoun chart

Language

Key to Straight Language
- Introduce pronouns

  —┬—
  We
  They

  - Teacher gives oral command to two children
  - Children execute command and stand in front of chalkboard under *Who:*
  - Each child describes action
    - "____and I____"
  - Teacher gives another command to same two children
  - Children execute command, stand under *Who:* ___ and describe action, using pronoun
    - "We____"
  - Another child describes action and uses pronoun
    - "They____"
  - Teacher writes pronouns on chart

Pronouns

—┬—

Who:
I
You
He
She

We
They

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Lesson Plan # 4

Greeting: "Good morning (afternoon),____ ____"
Personal information: "How old are you?" "I am___years old" "When is your birthday?" etc.
Calendar: "What day?" "The days of the week are____,____,____,____,____,____, and____"
Place names of days in slot chart. Today is____ Yesterday was____ Tomorrow will be____

Materials:
Colored Inch Cubes*

Color and Form

Combine color and form:
Teacher explains that cubes are all the same form but different colors

Teacher places a red cube on top of a green cube
"I put the red cube on top of the green cube"
Child reproduces pattern

Teacher asks questions
Child answers in complete sentences
"What did you do?"
"What color is the cube on the top?"
"Where is the ____cube?"
"Which one is on the bottom?"

Teacher builds tower with three and then four blocks
Child reproduces patterns
Teacher adds questions:
"What color is the cube between the____cube and the ____cube?"
"What color are the cubes between____and____?"
"Which one is between the red one and the____one?"
"Which ones are between the ____one and the____one?"

Might be necessary to demonstrate between
Have child stand between two chairs
Put a paper between two books

*Developmental Learning Materials

Materials:
Solid black figures
Outline figures - circle, square, and triangle

Form

Present outline figures:
Match outline figures to solid black figures

Identify outline figures
"Show me the____"

Name outline figures
Teacher points to card
"What is this?"
Child traces outline figure and names it
"This is a____"

Teacher places outline figures on chalk ledge
Child observes sequence
Child closes eyes
Teacher removes one card
Child opens eyes
Teacher asks
"What's missing?"
Child names missing figure
"The____is missing"

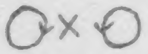
Teacher places cards on chalk ledge
Child observes sequence
Child puts head down
Teacher rearranges cards
Child replaces cards in original order

Teacher makes large geometric forms on floor
Teacher gives verbal command
"Walk around the circle"
Child executes command
"I walked around the circle" etc.
Teacher gives verbal command
"Jump inside the square"
"Jump outside the square"
Child executes command and describes action

Materials:
Daily Sensorimotor Training Activities

Perceptual-Motor

Chalkboard activities:
Bilateral circles
Teacher places X on chalkboard on a level with child's nose
Child keeps eyes on X and draws big circles with both hands at same time



Bilateral horizontal movements

↔ X ↔

Bilateral vertical movements

↕ × ↕

Body image:
Daily Sensorimotor Activities
Pages 7-8
Symmetrical Activities
Pages 87-88

Basic body movements:
Child lies on stomach on the floor with right arm and right leg flexed and head turned to right side with ear on floor. The left leg is straight with toes on floor. The left arm is straight down at left side of body with palm of hand turned up

Teacher checks position
If child is unable to assume proper position, teacher assists in placement
Child reverses position with left arm and left leg flexed and head turned toward left side

Date ________________

Materials: Montessori sound boxes Noise makers Blindfold	Materials: Manuscript and cursive letter cards	Materials: A ball, a shoe, a bean-bag Noun strip chart *What:* Printed command cards
Auditory	Phonics	Language

Auditory

- Introduce sound boxes:
  - Match sound boxes
    - Teacher produces sound with grossest sound box
    - Child finds box with same sound
    - Teacher produces sound with finest sound box
    - Child finds box with same sound
  - Gradation of sounds from gross to fine
    - (Begin with three and add one at a time)
    - Teacher arranges boxes in sound order
    - Child arranges boxes in same sound order
  - Localization of sound
    - Teacher produces sound with noisemaker in different locations (in front of, behind, above, at right of, and at left of child)
    - Child points in direction of sound
    - Child closes eyes or is blindfolded
    - Teacher produces sound with noisemaker in different locations
    - Child points in direction of sound
    - Child opens eyes to check accuracy
    - Teacher produces sound with noisemaker near the child and far from child
    - "This sound is near you"
    - Teacher produces sound
    - "Where was the sound?"
      - "The sound was near me"

Phonics

- Introduce digraphs th and sh through the sequence
  - Review blending of all consonant-vowel-consonant combinations with the three vowels, and add th and ch

    -a- -o- -u-

  - Dictation of single sounds
    - Teacher dictates single sounds at chalkboard (m, f, s, l, n, -a-, -o-, p, t, k, -u-) through same procedures as previous week)
  - Dictation of vowel-consonant and consonant-vowel combinations at chalkboard
    - Teacher produces two sounds separately (ma, thu, on, ash) and blends them together, while child listens
    - Child produces each sound as he writes the cursive letter on the chalkboard. Then he blends them together as he makes a continuous motion from left to right with his index finger
    - Teacher explains that in writing *g* the line goes over to top of next letter

Language

- Key to Straight Language
  - Add third column
    - (Make columns 16" apart)
  - Add Key word *What:*
    - *Who:* ___ *What:*
    - Teacher gives oral command "Throw____ ____"
    - Child executes command and stands under *Who:* ___
    - Teacher places object on chalk ledge under Key word *What:*
    - Child describes action "I threw___ ____"
    - Another child describes action "____threw____ ____"
    - Teacher writes sentence in Key "____threw____ ____"
    - Teacher writes verb on strip chart under ___
    - Teacher writes new nouns on strip chart under *What:*
      - a ball
      - a shoe
      - a bean-bag, etc.
    - Teacher presents printed command cards one at a time
    - Child executes command and describes action
      - Run
      - Walk
      - Jump
      - Hop
      - March

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Lesson Plan # 5

Greeting: "Good morning,___ ___"
Personal information: "Where do you live?" "I live at____"
Calendar: "Name the days of the week" "The days of the week are___,___,___,___,___,___,and___"

Materials:
- Colored Inch Cubes
- Design Cards for Inch Cubes*

Color and Form

- Introduce design cards for colored inch cubes in vertical position
  - Teacher holds design card #1 in vertical position
  - "Build a tower that looks like this one"
  - Child reproduces pattern
  - Teacher asks questions
  - Child answers in complete sentences
    - "What color is the cube on the top? - bottom?"
    - "What color is the cube under the___one?"
    - "Where is the____one?"
    - "Which one is____?"

- Introduce design cards #2 and #3 in vertical position
  - Follow same procedure
  - Add questions using between
  - "What color is the cube between____and____?"
  - "Which one is between the ____one and the____one?"
  - "Which ones are between the____one and____one?"
  - "Is the one on the top green?"
    - "No, the one on the top is not green"
  - "Is the one in the middle blue?"
  - "Where is the____one?"

*Developmental Learning Materials

Materials:
- Large Plastic Templates*
- (circle, square, triangle)

Form

- Introduce templates
  - Teacher holds template in vertical position
  - Child traces inside template

  - Teacher holds circle template against chalkboard at level of child's nose
  - Child draws around inside of template
  - Teacher removes template
  - "What is that?"
    - "That is a circle"
      - (Figure - ground)

  - Teacher holds square template against chalkboard
  - Child draws inside of template
  - Teacher removes template
  - "What is that?"
    - "That is a square"

  - Teacher holds triangle template against chalkboard
  - Child draws inside triangle
  - Teacher removes template
  - "What is that?"
    - "That is a triangle"

  - Teacher repeats the exercise with the square and the triangle held against chalkboard in different positions
  - Child draws inside the template
  - Teacher explains that the forms are tilted, but are the same forms

*Developmental Learning Materials

Materials:
- Daily Sensorimotor Training Activities

Perceptual-Motor

- Review all arm movements at chalkboard

- Review body movements with child on stomach on floor
  - Teacher gives verbal command "Shift"
  - Child shifts body from right side with arm and leg flexed and head turned toward right to the left side with left arm and left leg flexed and head turned to the left
  - Teacher gives verbal command "Shift"
  - Child reverses position
  - Repeat until movement is smooth

- Body image:
  - Daily Sensorimotor Training Activities Pages 9-10

- Basic body movements:
  - Review body movements with child on stomach on floor
  - Teacher gives verbal command "Shift"
  - Child reverses position and says, "Right" "Left" as he reverses the position

Date ______________

Materials:
Pitch Pipe
Xylophone

Auditory

Discriminate tones
Teacher presents pitch pipe
"This is a pitch pipe"
"What is this?"
"That is___"
Teacher produces high tone
"This is the high tone"
Teacher produces low tone
"This is the low tone"
Child closes eyes
Teacher produces high tone
"What did you hear?"
"I heard the high tone"

Teacher presents xylophone
Teacher produces high and low tones through the same sequence
Teacher hands mallet to child
"Make the low tone"
Child strikes low key
"This is the low tone"
"Make the high tone"
Child strikes high key
"This is the high tone"

Teacher introduces middle tone through same sequence

Teacher strikes all keys going from high to low
"I went from high to low"
Teacher strikes all keys going from low to high
"I went from low to high"
Child closes eyes
Teacher strikes keys
"What did I do?"
"You went from____ to____"

Let children take turns producing tones in the sequence

Materials:
Manuscript and cursive letter cards

Phonics

Introduce ch through sequence
Review all exercises from previous week for sound blending and add ch

Dictation of single sounds
Teacher dictates single sounds at chalkboard
Child produces single sound as he writes it in cursive writing on the chalkboard

Dictation of consonant-vowel-consonant combinations
Teacher produces three sounds separately (s o f) and then blends them together while child listens
Child produces each sound as he writes the cursive letter on the chalkboard. Then he blends them together as he makes a continuous motion going from left to right with his index finger

Materials:
a ball a shoe a bean-bag
Written command cards
Word cards

Language

Key to Straight Language
Teacher places picture cards of a ball and a shoe on slate ledge
Child matches object to picture
Teacher matches each word card to picture
"This says ball"
"This says shoe"
Teacher removes word cards
Child matches word cards to picture cards
Teacher presents command card
"Throw___ ___"
Teacher matches word card to word on written command card
Child executes command and describes action
"I threw____ ____"

Review all written commands:

Run
Walk
Jump
Bow
Hop
March
Throw__ __

Lesson Plan # 6

Greeting: "Good morning,____" "Goodbye,___ ___"
Personal information: "What is your telephone number?" "My telephone number is____"
Calendar: "What month is this month?" "This month is____"

Materials: Colored Inch Cubes Design Cards for Inch Cubes	Materials: Montessori metal insets-circle, square, triangle Paper 8½x11 Primary pencil	Materials: Daily Sensorimotor Training Activities Pencil with yellow tip
Vertical Plane	Form	Perceptual-Motor
Introduce design card #4 Teacher holds design card in vertical position Child reproduces pattern with blocks Teacher explains "The cube at the right of the orange cube is green" "The cube at the left of the green cube is orange" "The green cube is in the corner" Teacher says "Show me the cube on the right side of the orange cube" Child points to proper cube "This cube is on the right side of the orange cube" Teacher asks questions Child answers in complete sentences "What color is the cube at the right of____ ___?" "Which cube is at the left of____?" "What color is the cube in the corner?" "Where is the_____cube?"	Introduce templates at table one at a time Teacher places paper on table Teacher explains posture for all future paper and pencil activities: Position of paper Left hand Right hand Child holds pencil loosely with index finger fairly straight and keeps wrist straight Child holds arm fairly close to body and elevated about 1" above table Child holds head up the distance from elbow to chin as elbow rests on table Child keeps feet on floor Teacher holds template in vertical position Child traces inside with finger Teacher places template in center of paper Child traces inside of template with his pencil "This is a circle" Teacher removes template 'What do you see?" "I see a circle" etc. Follow same procedure for square and triangle	Review basic body movements for shifting from right to left, while on stomach on the floor Teacher gives command "Left" "Right" Child shifts from right to left and from left to right in smooth movement and says, "Left" "Right" Basic body movements Daily Sensorimotor Training Activities Page 47 Introduce exercises for binocular eye muscle training (not more than two minutes) Teacher holds pencil with yellow tip about 18" away from child's eyes and moves it horizontally, vertically, and diagonally Child's eyes follows target Child holds thumb about 18" from eyes and moves in all directions Eyes follow thumb

Date ________________

Auditory

Materials:
Buzzer Board*

Introduce Buzzer Board for sequencing sounds and auditory memory

Teacher presses button sharply
"This is a dot"
Child reproduces sound with opposite button
"This is a dot"
Teacher holds button down
"This is a — " (dash)
Child reproduces sound with opposite button
"This is a — " (dash)

Teacher presents the auditory patterns
Child listens, watches, and reproduces the patterns

•	• • — —
—	— • — •
• —	• — • •
— •	— — — — —
• •	• • • — —
— —	— • • — •
• —•	• • • — •

Child produces pattern on Buzzer Board
Another child reproduces pattern

*Developmental Learning Materials

Phonics

Materials:
Manuscript and cursive letter cards

Introduce r— through the sequence

Teacher explains that the dash following the letter r— means that the letter has that sound only at the first of a word or syllable
Teacher places r— in initial position in combinations with all three vowels
Child traces and blends all combinations

Teacher introduces first and last for word analysis with consonants in initial and final positions
"What is the first sound?"
"What is the last sound?"
"What is the vowel sound?"
"How many vowels are there?"
"How many consonants are there?"

Language

Materials:
a book
a pen

Key to Straight Language
Introduce fourth column in Key

Teacher adds 16" column
Teacher writes *Where:* at top of column
Teacher gives oral command
"Put a book on a table"
Child executes command, and describes action
Teacher writes verb on strip chart
Teacher writes noun on chart
What:
Teacher writes on strip chart
Where:
on___ ____
Teacher gives second oral command
"Put a pen on a table"
(Follow same procedure)

Teacher presents written command cards
"Put____on___ ___"

Teacher includes new command cards with those learned previously

Lesson Plan # 7

Greeting: "Hello, ____" "How are you?" "I'm fine, thank you"
Personal information: "What is your mother's/father's name?" "My mother's/father's name is __"
Calendar: "What month was last month?" "Last month was ____"

Materials:
Colored Inch Cubes
Design Cards

Vertical Plane

Introduce design card #5

Teacher holds design card in vertical position
Child reproduces pattern with blocks
Teacher explains:
"The orange cube is in the lower right corner"
"The blue cube is in the upper right corner"
"The purple cube is in the lower left corner"
"The red cube is in the upper left corner"
Teacher says
"Show me the cube in the ____ ____ corner"
Child identifies proper cube

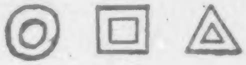
Teacher asks questions relative to design
Child answers in complete sentences

Teacher exposes each of five patterns for five seconds
Child reproduces pattern from memory

Materials:
Paper forms with double lines
circle, square, triangle

Form

Introduce paper forms with double lines



Teacher places one form at a time in front of child in proper position
Teacher checks the child's posture and position of pencil
Teacher gives directions for each form
"This is a circle. Start at the top and go around until you fill in between the lines. Try not to go outside of the lines"
Child fills in each form as he says
"This is a ____"

Teacher presents three double lined forms on one sheet of paper
(Follow same procedure)

Materials:
Daily Sensorimotor Training Activities

Perceptual-Motor

Review all exercises for binocular eye muscle training:

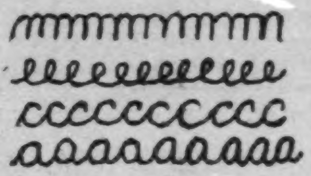
Horizontal movements
Vertical movements
Diagonal movements
Circular movements

Introduce exercises for monocular eye muscle training
(not more than two minutes)

Teacher asks child to cover one eye with the palm of his hand
Teacher holds pencil 18" away from other eye and asks child to follow the pencil as it is moved in all directions
Teacher repeats exercises with other eye

Child follows own thumb with each eye as he moves it in all directions

Date ____________________

Materials: Buzzer Board Buzzer Board Pattern Cards *	**Materials:** Manuscript and cursive letter cards	**Materials:** Name cards in cursive writing
Auditory-Visual	Phonics	Writing
Introduce Buzzer Board Pattern Cards for sequencing and memory Teacher makes the auditory-visual association with Buzzer Board and pattern cards Teacher holds up card #1 "This is a dot" Teacher presses button on Buzzer Board sharply "This is a dot" Teacher holds up card #2 "This is a dash. Make the sound on the Buzzer Board" Child holds button on Buzzer Board down for dash "This is a dash" Teacher explains "The dot means a short sound and the dash means a long sound" Teacher holds up each pattern card Child reproduces pattern on Buzzer Board (Pattern Cards #1-14)	Introduce short vowels -i- and -e- through the sequence Teacher places -i- card in all possible consonant-vowel-consonant combinations Child traces and blends combinations Dictation of consonant-vowel-consonant combinations with -i- at chalkboard Teacher gives three sounds separately then blended together Child produces each sound as he writes the letters and then blends them together Teacher repeats exercises with short vowel -e-	Introduce name cards in cursive writing Teacher presents name of each child in manuscript then turns card over and presents name in cursive writing Teacher holds up each name card in cursive writing "Who is this?" Child whose name appears on the card stands up, traces his name, and speaks it Introduce cursive writing exercises at a chalkboard without lines on it Teacher makes row of prewriting exercises across the chalkboard  Child traces and then copies the exercise Teacher observes arm movements Elbow should be down and fairly close to body Wrist should be straight Teacher observes the movement of the child's feet as he progresses across length of the chalkboard Right foot should move first and left foot follow to keep body balanced (Most children cross left foot over right foot)

*Developmental Learning Materials

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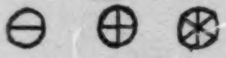
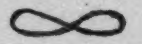
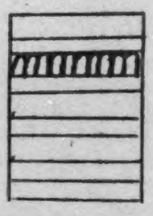
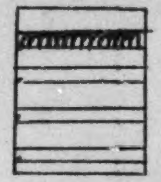
Lesson Plan # 8

Greeting: "What do we say in the morning?" "We say, Good morning"
Personal information: "How many sisters/brothers have you?" "I have____sisters/brothers"
Calendar: "What month will next month be?" "Next month will be___"

Materials: Colored Inch Cubes Design Cards	Materials: Dissected circle in solid black Large Form Puzzles*	Materials: Daily Sensorimotor Activities Pen Flashlight
Horizontal Plane	Form	Perceptual-Motor
Introduce design card #1 in horizontal position Teacher explains vertical and horizontal planes Teacher demonstrates by having child stand up (vertical position) and then lie down on the floor (horizontal position) Child reproduces pattern on the design card Child reproduces pattern with design card placed on left side, right side, and above blocks Teacher demonstrates and explains new language "In vertical position the one on the top is up" "The one on the bottom is down" "In horizontal position the one on the top is away from you and the one on the bottom is near you" Teacher asks questions "What color is the one on the top? bottom?" "Which one is on the top? bottom?" "Where is the____one?"	Introduce large form puzzles Teacher presents a circle in solid black and circle cut into two pieces, four pieces, and six pieces Child assembles parts to make complete circle "This circle has____parts"  Teacher presents Large Form Puzzles (Reversible) "Make a red square" Child assembles parts into square Teacher asks "What do you see?" "I see a red square" Teacher explains square is tilted, and places metal template over square to demonstrate Teacher explains "The red square is on a white background" Teacher asks "What do you see?" "I see red square on a white background" Teacher says "Yes, the red square is on a white background. Now make a white square on a red background" Child reverses puzzle Teacher asks "What do you see?" "I see a white square on a red background"	Review exercises for monocular and binocular eye muscle training Introduce lazy eight at chalkboard Teacher makes X on chalkboard at level of child's nose Teacher makes lazy eight on chalkboard  Child traces lazy eight ten times with rhythmic flow of movement Body image Daily Sensorimotor Training Activities Pages 11-12 Basic body movements Daily Sensorimotor Training Activities Page 48 - #1

*Teaching Resources

Date ________________

Materials: Buzzer Board Buzzer Board Pattern Cards	Materials: Yale Chart (Consonants) Letter cards	Materials: Wide and narrow lined paper Primary pencils without erasers
Auditory	Phonics	Writing
Review Pattern Cards #1-14 Add Pattern Cards #15-29 Teacher presents pattern card Child reproduces pattern on Buzzer Board Child presents pattern card Another child reproduces pattern on Buzzer Board Teacher places pattern cards on table Teacher produces auditory pattern and child identifies the corresponding visual pattern Child produces auditory pattern Another child identifies corresponding visual pattern Introduce Pattern Cards #30-62 through the same procedures	Introduce wh through the sequence Teacher places wh card in initial position in consonant-vowel-consonant combinations whip when which Child produces each sound as he traces the letters and blends them together Dictation of all combinations with short vowels at chalkboard Introduce Yale Chart (Consonants) Teacher presents consonant chart Teacher matches letter cards to letters on chart and sounds the letters Teacher explains that all of the sounds in the first vertical column are voiceless sounds Teacher produces each sound as she points to corresponding letter on chart Child produces each sound as teacher points to corresponding letters in random order	Introduce writing exercises at table Teacher presents paper with pre-set writing exercises between wide lines at top of paper and a mark or arrow on each line at the left side of paper to assure left-right progression  Child traces over set copy and copies same exercise in next two wide lines on paper Teacher turns paper over Copy is pre-set between narrow lines  Child follows same procedure to complete exercise

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Lesson Plan # 9

Greeting: "What do we say in the afternoon?" "We say, Good afternoon"
Personal information: "What is your sister's name?" "My sister's name is___"
Calendar: "Name the months of the year" "The months of the year are__,__,__,__,__,__,__,___"
Place names of months in slot chart. This month is___. Last month was__. Next month will be

Horizontal Plane

Materials:
Colored Inch Cubes
Design Cards

Introduce design cards #2, #3, #4, and #5 in horizontal position
- Teacher places each design card on the table in front of the child
- Child reproduces the pattern with the cubes

- Teacher asks all questions relative to the position of the cubes in the pattern
- Child answers in complete sentences
  - "What color is(are) the cube(s) on the top/bottom?"
  - "Which one(s) is(are)
    - between
    - under
    - on top of
    - at right of
    - at left of
    - in lower right corner
    - in upper right corner
    - in lower left corner
    - in lower right corner
    - in upper left corner"

- Teacher exposes each pattern for five seconds
- Child reproduces pattern from memory

Form

Materials:
Geometric solids - ellipsoid
hemisphere Touch bag
Double lined forms Pencil

Introduce ellipsoid through the sequence followed for first three geometric solids

- Transfer to plane form
- "This is an oval"
- Present template at table
- Present double lined form

Introduce hemisphere through same sequence
- Transfer to plane figure
- "This is a half circle"

Introduce cross in two dimensional form at chalkboard
- "This is a cross"
- Teacher traces cross going from top to bottom and left to right
- Child traces cross
  - "This is a cross"

- Teacher presents double lined cross at table
- Child fills in cross
  - "This is a cross"

- Teacher presents four double lined forms on a sheet of paper
- Child fills in all forms
  - "This is a___"

Perceptual-Motor

Materials:
Daily Sensorimotor Training Activities
Movable Melvin*

Review exercises for monocular and binocular eye movements
- Child follows his own thumb with his eye(s) as he moves his thumb in all directions

Body image
- Daily Sensorimotor Training Activities Pages 13-14

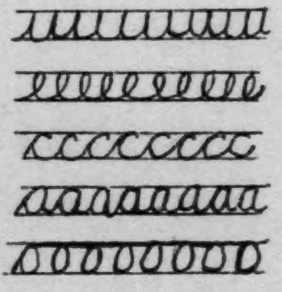
Introduce Movable Melvin
- Teacher identifies body parts

- Teacher disassembles Melvin
- Child reassembles Melvin

Basic body movements
- Daily Sensorimotor Training Activities
  - Repeat exercises Page 48 #1
  - Continue until movements are smooth and eyes follow hand that moves forward

*Developing Learning Readiness

Date ____________________

Materials: Buzzer Board Buzzer Board Pattern Cards	Materials: Yale Chart (Vowels) Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	Phonics	Writing
Introduce clapping patterns Teacher claps hands sharply for dot "This is a dot" Child imitates "This is a dot" Teacher separates hands further and claps for dash "This is a dash" Teacher claps patterns and child imitates • — • — — • • — • • • — — • — • • • — • • Teacher produces a pattern on Buzzer Board Child claps the pattern from auditory stimulus (auditory-motor) Teacher presents Buzzer Board Pattern Cards Child claps corresponding patterns from visual stimulus (visual-motor)	Introduce Yale Chart (Vowels) Teacher presents the vowel chart Teacher matches vowel letter cards to short vowels on the chart and produces the sound simultaneously Teacher presents the vowel card ee and matches it to the corresponding letters on the chart Teacher explains that the secondary spellings -e, ea, e-e all have the same sound Teacher presents ee card in consonant-vowel combinations Child traces and produces each sound simultaneously and blends together Teacher presents ee card in consonant-vowel-consonant combinations Child traces and produces each sound simultaneously and blends Dictation of consonant-vowel-consonant combinations at chalkboard	Introduce all writing movements for vowel letters at chalkboard (one at a time) Teacher presents paper with pre-set copy between wide lines on one side and pre-set copy between narrow lines on the other side Child traces the copy, and completes exercise on each side of the paper 

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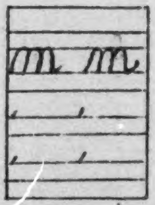
Lesson Plan # 10

Greeting: "What do we say when we go to bed at night?" "We say, 'Goodnight'"
Personal information: "What is your brother's name" "My brother's name is____"
Calendar: "How many months are there in a year?" "There are twelve months in a year"

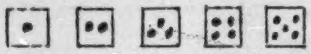
Materials: Colored Inch Cubes Design Cards	Materials: Metal template - oval Paper forms - oval Pencil	Materials: Daily Sensorimotor Activities Developing Learning Readiness
Vertical-Horizontal Plane	Form	Perceptual-Motor
Introduce the transfer from vertical to horizontal plane (Preparation for copying from chalkboard) Teacher holds design cards in vertical plane Child reproduces pattern with cubes in horizontal plane Teacher explains relative position of cubes in vertical and horizontal planes Child describes relative position of cubes Teacher asks questions relative to position of cubes in vertical and horizontal planes "What color is the cube above the____cube?" "Which one is below the____ one?" "Which ones are in the middle of the top (bottom) row?" "What color is the one in the upper right corner?" etc.	Introduce vertical and horizontal oval in vertical plane and then horizontal plane with the metal template (Same size as paper form) Teacher holds template in vertical plane with oval going up and down and traces with finger "This is a vertical oval It goes up and down" Teacher turns template so that it is lengthwise and traces with finger "This is a horizontal oval It goes from left to right" Teacher places template on table in horizontal plane "This is a vertical oval It goes from top to bottom" "This is a horizontal oval It goes left and right" Teacher places template over double lined forms "This is a ___oval" Child fills in forms "This is a vertical oval" "This is a horizontal oval"	Body image Daily Sensorimotor Training Activities Pages 18-20 Basic body movements Daily Sensorimotor Training Activities Pages 52-54 Movable Melvin Developing Learning Readiness

Date ____________________

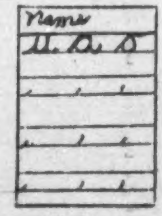
Materials: Buzzer Board Buzzer Board Patterns	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	Phonics	Writing
Review clapping patterns Teacher claps pattern Child imitates One child presents auditory pattern on Buzzer Board Another child claps pattern Teacher presents pattern card Child claps pattern Teacher places five pattern cards on table One child produces pattern on Buzzer Board Another child identifies the visual pattern Teacher claps pattern Child identifies visual pattern	Introduce new sounds w-, b, d, g, v, th, z, j on letter cards Teacher produces each sound and places letter card on chalk ledge Teacher explains that these sounds are voiced sounds Teacher compares them with voiceless sounds wh, p, t, k, f, th, s, ch on the consonant chart Teacher hands child one letter card Child matches letter card to corresponding letter on chart and produces the sound Teacher places letter card -a- on chalk ledge and makes consonant-vowel-consonant combinations with new sounds bad vag gaz jad vab dag Child traces, produces each sound, and blends them together Dictation at chalkboard Teacher produces each sound separately and blends Child produces each sound as he writes it and blends all together Teacher explains that in writing w, b, and v the line ("arm") on right side of the letter goes to the top of the following letter	Introduce writing movements for consonant sounds m, t, l, h one at a time on paper at table Teacher presents paper with pre-set copy and associates the sound with the letter as she presents the paper Child traces pre-set letters copies them, and completes exercises on each side of paper  Child produces sound of each letter as he writes it

Lesson Plan # 11

Greeting: "Good____" "How are you?"
Personal information: "How many are there in your family?" "There are___"
Calendar: "What day comes before____" "What day comes after____?"

Materials:	Materials:	Materials:
Popsicle sticks (10) Counting frame (10 beads)	Metal template - rectangle Paper forms - Pencil	Daily Sensorimotor Activities Developing Learning Readiness
Number	Form	Perceptual-Motor
Introduce number Teacher presents popsicle sticks "Let's count the sticks" Child counts with teacher from one to ten Teacher holds certain number of sticks "How many sticks are there?" "There are____sticks" Teacher presents counting frame Child counts beads 1-10 Teacher separates beads into groups "How many are there?" "There are___" Introduce number cards Teacher places number cards from 1-10 on chalk ledge  Teacher associates popsicle sticks with number cards "Show me three" etc. Child identifies number named by pointing to the appropriate number card Teacher places number word cards on chalk ledge in front of appropriate number card Child reads number words Teacher removes word cards and hands one at a time to child Child matches word to number card	Introduce vertical and horizontal rectangle in vertical plane and then horizontal plane with metal template Teacher holds template in vertical plane with rectangle going up and down Teacher traces inside template with index finger "This is a vertical rectangle It goes up and down" Teacher turns template so that the rectangle is lengthwise and traces with finger "This is a horizontal rectangle It goes from left to right" Child traces template "This is a vertical rectangle" "This is a horizontal rectangle" Teacher presents double lined forms in horizontal plane Child fills in vertical and horizontal forms on paper "This is a vertical rectangle" "This is a horizontal rectangle"	Daily Sensorimotor Training Space and direction Pages 18-20 Basic body movement Pages 52-54 Developing Learning Readiness Activities for Movable Melvin

Date ____________________

Materials: Buzzer Board and Patterns Hand drum Daily Sensorimotor Activities	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Pencils
Auditory	Phonics	Writing
Introduce tapping patterns on table or hand drum Teacher taps out pattern on table or hand drum Child reproduces pattern Teacher presents pattern on Buzzer Board Child taps out pattern on table or hand drum Teacher presents visual pattern Child taps out pattern on table or hand drum Teacher claps pattern Child taps out corresponding pattern on table or hand drum Daily Sensorimotor Training Activities Pages 61-63	Review all voiced consonants in combinations with all short vowels bad dob thag vej gud zed wog jib jaz for tracing and blending with letter cards Dictation of consonant-vowel-consonant combinations at chalkboard Teacher produces each sound and blends all together Child produces each sound as he writes it and blends all together	Introduce writing movements for i, u, e, a, o on paper at table Teacher presents pre-set copy and associates sound with each letter Child traces and then copies each letter, and produces each sound as he writes it  Child completes exercises on each side of paper Child writes name at top of paper in cursive writing

Lesson Plan # 12

Greeting: Review as necessary
Personal information: Child begins notebook about himself and family
Calendar: "What month comes before____?" "What month comes after?"

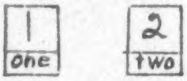
Materials: Numeral cards Popsicle sticks Counting frame	Materials: Metal templates - trapesoid pentagon Paper - pencil	Materials: Daily Sensorimotor Training Developing Learning Readiness
Number	Form	Perceptual-Motor
Introduce numerals Teacher places numeral cards 1-10 on chalk ledge	Introduce trapezoid with metal template Teacher holds template in vertical plane	Daily Sensorimotor Training Space and direction Pages 21-23
Teacher holds appropriate number of popsicle sticks and associates number with numeral	"This is a trapezoid It is slanted on the sides It is long on the bottom and short on the top" Child traces inside template	Basic body movements Pages 55-57
Teacher holds up a certain number of popsicle sticks Child points to appropriate numeral on chalk ledge	"This is a trapezoid It is slanted on the sides It is long on the bottom and short on the top"	
Teacher groups certain number of popsicle sticks on table Child points to appropriate numeral on chalk ledge (Horizontal to vertical)	Teacher places template on the table Child traces inside template with finger	
Teacher moves certain number of beads on counting frame to one side Child identifies corresponding numeral on chalk ledge	Teacher places template on paper Child traces inside with pencil "This is a trapezoid"	
	Introduce pentagon Follow same procedures	

Date ________________

Materials: Daily Sensorimotor Activities Record player Records	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	**Phonics**	**Writing**
Daily Sensorimotor Activities Pages 65-67	Review all consonant digraphs wh, th, th, sh, ch Teacher places all consonant digraph cards on chalk ledge and explains that two letters and sometimes three letters coming together make only one sound	Introduce writing of p, f, g, z, j on paper at table Teacher presents pre-set copy on both sides of paper Child completes exercises
Introduce music Teacher presents Hap Palmer records: "Learning Basic Skills Through Music" Vol. I "Learning Basic Skills Through Music" Vol. II Teacher presents Barlin record "Body Parts" Teacher presents Cratty record "Sounds, Words, and Action"	Introduce ng Teacher presents letter card, traces and produces sound Child traces and produces sound Child writes sound on chalkboard Teacher includes ng letter card with consonant digraphs Teacher dictates consonant-vowel-consonant combinations with ng in final position at chalkboard rang song hung wing	Introduce writing of consonant-vowel combinations of letters on paper at table ma, mi, mu, me, mo Teacher presents pre-set copy on both sides of paper Child completes exercises Child writes name in cursive writing at top of paper

Lesson Plan # 13

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "What season is this?" "How many months are there in a season?"
(Use pictures to illustrate)

Materials: Number word cards Numeral cards Counting frame Touch bag	Materials: Outline form cards 4½"x 6½"	Materials: Daily Sensorimotor Training Activities
Number	**Form**	**Perceptual-Motor**
Review association of numeral with number of beads on counting frame Teacher associates number word card with numeral card Teacher places numeral cards on chalk ledge and places the corresponding number word cards with them  Teacher removes word cards, and hands one at a time out of sequence to child Child matches number word card to corresponding numeral Teacher places wooden numerals in touch bag "Find the____" Child finds numeral from touch "This is_____"	Introduce outline forms made of velour contact paper and mounted on 4½"x 6½" cardboard Teacher places all form cards on chalk ledge "Show me the____" Child points to appropriate form "This is a____" Teacher removes cards from chalk ledge Teacher holds one card at a time Child traces it "This is a____" Child reproduces form on chalkbaord Teacher notes direction of movements (top to bottom-left to right) and size (approximately same size)	Daily Sensorimotor Training Space and direction Pages 24-25-26 Basic body movement Pages 58-59 Introduce arrow Teacher presents arrow on card Teacher holds arrow pointing different directions "This arrow points up" "This arrow points down" "This arrow points left" "This arrow points right" Teacher holds card "What direction is this arrow pointing?" "That arrow is pointing___" Teacher dictates directions "Draw an arrow pointing____" Child draws arrow on chalkboard "This arrow is pointing____"

Date ____________________

Materials: Daily Sensorimotor Activities Record player Records	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	Phonics	Writing
Daily Sensorimotor Activities Pages 70-71 Continue music Teacher presents Hap Palmer records "Learning Basic Skills Through Music" - Vocabulary "Learning Basic Skills Through Music" Vol. III "Dancing Numerals"	Dictation of all consonant digraphs at chalkboard Dictation of combinations with consonant digraphs and short vowels at chalkboard when shut thick rang chop dish Introduce $\overset{1}{\underline{oo}}$ and $\overset{2}{\underline{oo}}$ Teacher presents letter cards and explains that oo has two sounds When it is long $\overset{1}{\underline{oo}}$ a (1) is placed over it When it is short $\overset{2}{\underline{oo}}$ a (2) is placed over it Child traces and produces sounds Teacher dictates sounds Child produces each sound as he writes it on the chalkboard	Introduce writing of tall consonant letters combined with vowels Teacher illustrates writing ba, bi, bo, bu, be on chalkboard and explains that the "arm" of the letter goes straight over to the top of the following vowel Teacher presents pre-set copy on both sides of paper to, le, ha, ku, di, ba Child completes exercises Child writes name in cursive writing at top of paper

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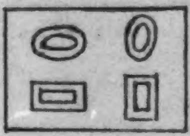
Lesson Plan # 14

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "What months are in this season?"
(Use pictures to illustrate)

Materials:	Materials:	Materials:
Strip Chart *How many:* Counting frame Abacus	Paper with double lined ovals and rectangles Pencils	Daily Sensorimotor Activities Walking beam Hand prints Foot prints

Number	Form	Perceptual-Motor
Introduce number strip chart *How many:* one two three, etc. Teacher presents number word cards one at a time out of sequence Child matches word card to word on strip chart Teacher presents counting frame Child counts beads Introduce abacus Teacher matches ten beads on counting frame to first row of ten beads on abacus "Show me ten" Child moves first row of beads to right side of abacus "This is ten"	Review all forms Teacher gives verbal command "Draw a___" Child produces form on chalkboard from memory Teacher presents double lined horizontal and vertical ovals and horizontal and vertical rectangles on same paper  Child fills in forms in horizontal position with pencil "This is a vertical____" "This is a horizontal____"	Daily Sensorimotor Training Balance Pages 29-30 Symmetrical Activities Pages 77-78 Introduce hand prints and foot prints Teacher presents hand prints Child places hands on corresponding hand print and says. "Right" - "Left" Teacher places foot prints on floor Child walks on foot prints and says, "Right" - "Left" as he places his foot on corresponding print Teacher presents colored paper and traces around child's hands Child cuts out hand prints Child places hand in prone position on corresponding hand print and says, "Right" "Left" Teacher reverses hand prints Child turns hands in supine position, places on corresponding hand prints, and says, "Right" - "Left"

Date ____________

Materials: Daily Sensorimotor Activities Record player Records	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	Phonics	Writing
Daily Sensorimotor Activities Page 75 Continue music Teacher presents records in Anne Leaf Barlin Series "Dance a Story" "Little Duck" "Balloons" Teacher presents Stallman and Susser Record "Basic Awareness Through Music"	Introduce sound blending with $\underline{\overset{1}{oo}}$ and $\underline{\overset{2}{oo}}$ Teacher places letter cards on chalk ledge in consonant-vowel-consonant combinations Child traces and sounds each letter and blends all together Child turns away from chalk ledge, sounds each letter, and blends as teacher indicates order with thumb and fingers Dictation of consonant-vowel-consonant combinations with $\underline{\overset{1}{oo}}$ and $\underline{\overset{2}{oo}}$ at chalk board moon look room hood	Introduce writing of digraphs at table Teacher presents pre-set copy on both sides of paper wh, $\underline{\overset{1}{th}}$, sh, ch, ck, ng Child completes exercises Introduce writing of vowel-consonant combinations Teacher presents pre-set copy am, om, im, um, em Child completes exercises

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Lesson Plan # 15

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "Last season was_____" "The months in___are___,___,___,"

Materials: Sticks Cubes Coins	Materials: Metal template - diamond Paper forms - diamond Form boards	Materials: Daily Sensorimotor Training Walking Board
Number	Form	Perceptual-Motor
Review counting from 1-10 Teacher writes numerals in random order in vertical column on chalkboard Child reads numbers 3 4 9 1 2 3 8 7 6 6 5 1 Teacher writes numerals in random order in horizontal line on chalkboard Child reads numerals 4 2 8 5 3 6 9 7 Introduce addition Teacher groups objects sticks cubes coins "How many___are there?" Child adds groups of objects X + X X + XX XX + X X + XXX, etc.	Introduce diamond Teacher holds template in vertical plane going up and down and traces inside with finger "This is a diamond All four sides are slanted When it is up and down it is a vertical diamond" Teacher turns template to left-right position "This is a diamond When it is left to right, it is a horizontal diamond" Child traces inside template "This is a___diamond It goes___ ___" Teacher presents paper with both horizontal and vertical double lined forms Child fills in forms in horizontal position with pencil "This is a____diamond" Introduce form board (recessed with matching insets) for tactile training Teacher presents each form Child feels form and names it Child feels matching recession on board and names it Teacher blindfolds child, and hands him one form at a time Child feels form, names it, and finds corresponding recessed form on board from touch, and places inset into recession	Daily Sensorimotor Training Balance Pages 31-32 Symmetrical Activities Pages 79-80

Date ____________

Materials: Record player Records	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	Phonics	Writing
Continue music Teacher presents Hap Palmer records: "Mod Marches" "Folk Song Carnival" Teacher presents Carr record "Basic Concepts Through Dance"	Introduce ar through the sequence Teacher places letter cards on chalk ledge in consonant-vowel-consonant combinations Child traces and sounds each letter and blends Child turns from chalkboard, sounds each letter and blends as teacher indicates order with thumb and fingers Dictation of consonant-vowel-consonant combinations at chalkboard Introduce aw through the same sequence	Introduce writing of consonant-vowel-consonant combinations Teacher presents pre-set copy on both sides of paper Child completes exercises fan that run sit dog bath teeth wheel fool shark shawl march

Lesson Plan #16

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "Next season will be____. The months in___are___,____,_____"
(Use pictures to illustrate)

Materials:	Materials:	Materials:
Multisensory Numeral Cards*	Outline form cards	Daily Sensorimotor Training Walking Board
Number	**Form**	**Perceptual-Motor**
Introduce writing of numerals Teacher presents multisensory numeral cards Child traces numeral "This is____" Dictation of numerals Teacher holds numeral card in vertical position "Write____" Child writes numeral on chalkboard (Traces, if necessary) Teacher removes card "Write____" Child writes numeral in air Child writes numeral on chalkboard Child writes numeral on paper	Review all forms with two positions Teacher presents form cards one at a time "What is this?" Child traces and names each form "This is a vertical____" "This is a horizontal____" Teacher gives verbal command "Draw a vertical____" "Draw a horizontal____" Child draws the form on the chalkboard from memory Teacher notes direction of movement and size of figure Teacher places form cards on chalk ledge and names two, three, and four forms "Show me the____and the____" "Show me the___,___, and the____" "Show me the___,___,___,and ____" Child points to forms named in proper sequences	Daily Sensorimotor Training Balance Pages 33-34 Symmetrical Activities Pages 81-82

*Ideal - Special Education

Date ________________

Materials: Record player Records	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	Phonics	Writing
Continue music Teacher presents records in "Dance a Story" Series: "Brave Hunter" "The Toy Tree" Teacher presents record "Alphabet and Number Manipulatives"	Introduce o-e through the sequence Teacher presents letter card and explains that "e" coming at the end makes the sound long Child traces and sounds Teacher places letter card on chalk ledge with consonants in initial position Child traces, sounds, and blends Teacher places consonants in final position and explains that the dash between the "o" and "e" stands for a consonant Child traces, sounds, and blends Dictation of consonant-vowel combinations at chalkboard Teacher produces single sounds and blends Child writes combinations on chalkboard and blends Dictation of vowel-consonant combinations at chalkboard Teacher produces single sounds and blends Child writes consonant in place of dash and blends ope oke ole ose ome ote Dictation of consonant-vowel-consonant combinations at chalkboard Teacher produces single sounds and blends Child writes combinations on chalkboard and blends rope poke sole nose home tote	Introduce dictation at table Teacher presents paper Teacher produces single consonant sound Child writes corresponding letter Teacher produces single vowel sound Child writes corresponding letter(s) on paper Teacher produces consonant-vowel sounds separately and then blended Child writes consonant-vowel combination on paper ma bo ti lu fee noo, etc.

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Lesson Plan #17

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "There are four seasons in a year. They are____, ____, ____, and____"

Materials: Numeral cards	Materials: Peg Boards Pegs Peg Board Design Cards* Daily Sensorimotor Activities	Materials: Daily Sensorimotor Training Walking Board Ball Rope
Number	**Color and Form**	**Perceptual-Motor**
Introduce reading of numerals Teacher presents numeral cards in random order Child reads numerals Teacher writes numerals on chalkboard in random order in vertical column Child reads numerals Teacher writes numerals on chalkboard in random order in horizontal line Child reads numerals	Introduce same form different color with peg boards Teacher presents pegs and peg boards Child sorts pegs into color groups Child counts pegs in color groups "There are ten green pegs" Teacher constructs design on peg board Child reproduces design Daily Sensorimotor Activities Page 99 Teacher presents Peg Board Design Cards in sequence Child reproduces pattern from the design card placed at left/at right	Daily Sensorimotor Training Balance Pages 35-36 Symmetrical Activities Pages 83-84

*Developmental Learning Materials

Date ______________

Materials: Record player Records	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	**Phonics**	**Writing**
Continue music Teacher presents Hap Palmer records: "Modern Tunes for Rhythms and Instruments" "Simplified Folk Songs"	Introduce a-e through same sequence as o-e Introduce i-e through same sequence as o-e Introduce u-e through same sequence as o-e Dictation of vowel-consonant combinations with o-e, a-e, i-e, and u-e at chalkboard Teacher produces single sounds and blends Child writes combinations on chalkboard and blends Note: If children have difficulty with these vowels, color code to show that the final "e" belongs with the vowel letter and makes it long	Dictation of final consonants with oo, ee, ar, aw at tables Teacher produces vowel-consonant sounds and blends Child writes vowel- consonant combinations on paper and blends oof eeth arp awl Dictation of consonant-vowel-consonant combinations with short vowels Teacher produces single sounds and blends Child writes combinations on paper and blends map mush rat run fan bug chick dog ship chop with not

173a

Lesson Plan #18

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "Name the seasons" "How many seasons are there?"

Materials: Numerals	Materials: Large/Small Parquetry Blocks & Design Cards*	Materials: Daily Sensorimotor Training Walking Board Ball Rope
Number	**Color and Form**	**Perceptual-Motor**
Dictation at chalkboard Teacher dictates two, three, four numbers in random order Child writes numbers in vertical column Teacher dictates two, three, four numbers in random order Child writes numbers in horizontal line Dictation at tables Teacher dictates two, three, four numbers in random order Child writes in vertical column on paper Teacher dictates two, three, four numbers in random order Child writes numbers in horizontal line on paper	Introduce different colors - different forms Teacher presents Large Parquetry Blocks Child sorts blocks by form/by color Child counts blocks by form/by color "There are____squares" "There are____red squares" Teacher presents Design Cards Child completes pattern on design card Child completes pattern with design card at left/at right Child completes pattern with design card above in vertical/horizontal positions Child makes original design Introduce size relationships Teacher presents large parquetry blocks and small parquetry blocks "These are small/large" Teacher mixes all blocks "Sort the large parquetry blocks and the small parquetry blocks" Child sorts parquetry blocks into two groups "These are large parquetry blocks" "These are small parquetry blocks" Teacher presents Small Parquetry Design Cards Child completes patterns through same sequence as for Large Parquetry	Daily Sensorimotor Training Balance Pages 37-38 Symmetrical Activities Pages 85-86

*Developmental Learning Materials

Date ________________

Materials: Auditory Stimulator Workbooks and Manual	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	**Phonics**	**Writing**
Introduce Auditory Stimulator Teacher explains language used in Manual by illustrating on chalkboard "a row" "a box" "Make a dot" "Make an X" "Circle it" "Trace it" "Underline it" "Mark it" "Box it" Teacher gives directions from Manual Child completes first five pages in Workbook	Introduce ur through the sequence Dictation of consonant-vowel-consonant combinations at chalkboard Introduce ou through the sequence Dictation of consonant-vowel-consonant combinations at chalkboard Introduce y Teacher presents letter card y- through sequence Teacher explains that y- (initial position) on consonant chart and -y (final position) on vowel chart have different sounds (Refer to charts) Teacher places letter cards with y in initial position in combinations on chalk ledge Child traces, sounds and blends	Dictation of consonant-vowel-consonant combinations with o-e, a-e, i-e, u-e, at table Teacher produces single sounds and blends Child writes combinations on paper rope lake kite fuse tone hate life mute home tape pipe mule nose whale white muse

Lesson Plan #19

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "Name the months in____"

Materials:
Numeral cards
Sticks Cubes Coins

Number

Introduce addition
- Teacher groups objects
- Child selects corresponding numeral card
- Teacher groups objects 1 + 2
- Child adds objects
- Teacher presents corresponding numeral cards
- Child adds numerals

Teacher writes number combinations on chalkboard in vertical column and explains "+"

$$\begin{array}{ccccc} 1 & 1 & 1 & 2 & 3 \\ \underline{+1} & \underline{+2} & \underline{+3} & \underline{+1} & \underline{+1} \end{array}$$

Child writes answers

Teacher writes combinations in horizontal line 1 + 1 and explains "="
Child writes answers

Materials:
Cubes* Rubber tower*
Marbles Coins

Relationships

Continue size relationships
Teacher presents two marbles
"This marble is big"
"This marble is little"

Child identifies
"Show me the____one"

Teacher adds a third marble
"This marble is middle size"
Child identifies
"Show me the____one"

Teacher points to each marble
"What size is this marble?"
"That marble is____"

Teacher adds fourth marble
"This marble is medium size"

Teacher explains that when three objects are related in size the third one is middle size. When there are four or more objects related in size those between the biggest and smallest are medium size.

Child identifies
"Show me the biggest one"
"Show me the smallest one"
"Show me a medium size one"

Teacher points to each marble
"What size is this marble?"
"That marble is____"

Repeat procedures with other objects

*Educational Teaching Aids

Materials:
Daily Sensorimotor Training
Balance board Ladder

Perceptual-Motor

Daily Sensorimotor Training
Balance
Pages 39-40

Eye hand coordination
Pages 93-94

Date ________________

Materials: Auditory Stimulator Workbooks and Manual	Materials: Yale Charts Letter cards	Materials: Wide and narrow lined paper Primary pencils
Auditory	Phonics	Writing
Continue Auditory Stimulator Pages 6-11 Note: Thinking Skills - Level I and II (Manual and Preprinted Masters for Liquid Duplicators from The Continental Press, Inc.) may be used in place of or following the Auditory Stimulator One advantage of using worksheets is that they may be presented one at a time.	Introduce oi through the sequence Dictation of consonant-vowel-consonant combinations with oi at chalkboard soil boil foil Dictation of consonant-vowel-consonant combinations with ee oo ar aw at chalkboard sheep soon park hawl reef shoot farm lawn jeep room barn hawk Dictation of consonant-vowel-consonant combinations with ur ou oi at chalkboard burn loud foil curl bout soil hurt foul boil Note: Additional word lists may be found in Better Speech and Better Reading - Schoolfield	Dictation of consonant-vowel-consonant combinations with ee oo ar aw at table Teacher produces single sounds and blends Child writes combinations on paper feel room bark shawl jeep tool chart hawk sheet soon farm lawn Dictation of consonant-vowel-consonant combinations with ur ou oi churn mouth join turn shout void turf loud coin

175a

Lesson Plan # 20

Greeting: Review
Personal information: Child continues personal notebook
Calendar: "What season do you like best?" "Why____ ____?"

Materials: Paper Pencils	Materials: Association Cards* Association Cards**	Materials: Daily Sensorimotor Training
Number	Classification-Categories	Perceptual-Motor
Introduce addition at tables Teacher presents pre-set copy with numerals in vertical column $\begin{array}{ccccccc} 1 & 1 & 1 & 2 & 3 & 2 & 3 \\ \underline{+1} & \underline{+2} & \underline{+3} & \underline{+1} & \underline{+1} & \underline{+2} & \underline{+2} \end{array}$ Child writes answers Teacher presents pre-set copy of numerals in horizontal line 1 + 1= 1 + 2= Child writes answers Introduce worksheets Happy Trails in Numberland Grade I (Manual and Pre-printed Masters for Liquid Duplicator from the Continental Press, Inc.)	Introduce classification Teacher presents Association Cards (TR) Child sorts cards into round things, square things, oval things, etc. "These things are____" Introduce categories Teacher presents Association Cards (DLM) Child sorts cards "These are chairs" "These are leaves" "These are cars"	Daily Sensorimotor Training Balance Pages 41-42 Eye hand coordination Pages 95-96-97-98

*Teaching Resources
**Developmental Learning Materials

Date ________________

Materials: Auditory Stimulator Workbooks and Manual	Materials: Yale Charts Letter cards	Materials: Wide and narrow-lined paper Letter cards
Auditory	**Phonics**	**Writing**
Continue Auditory Stimulator Pages 12-17 Note: The next step in the progression is to present pre-recorded tapes with worksheets or workbooks: The Auditory Perception Training Program (Tapes and Spirit Masters) from Developmental Learning Materials Tapes Unlimited (Tapes and Spirit Masters) Sound-Order-Sense (Records and Workbooks)	Introduce consonant blends in initial and final positions with short and long vowels at chalkboard Teacher places four letter cards on chalk ledge Child sounds, traces, and blends Child turns away from chalkboard and blends as teacher indicates sounds with fingers slap snake risk skin smile lost spark plate gask steel troop vest Dictation of four sounds with consonant blends in initial and final position at chalk board Review analysis of combinations "What is the first sound?" "What is the last sound?" "How many sounds are there?" "How many vowels are there?" "How many consonants are there?" Introduce Open Court Storybooks	Dictation of consonant blends in initial and final position with short and long vowels at table Teacher produces single sounds and blends Child writes combinations on paper spot steep track skip spook trip slam slope trap snap plane trot stem flake tribe stuck fleet probe mask limp roost nest felt round whisp raft moist milk kept burst Note: Additional word lists may be found in Remedial Reading Drills - Hegge, Kirk, and Kirk

PROGRESS REPORT

General Information and Calendar

/ - Introduced
X - Completed

		KNOWS TEACHER'S NAME	1ST & LAST NAME	KNOWS AGE	KNOWS BIRTHDAY	" ADDRESS	" TELEPHONE NO.	" MOTHER'S NAME	" FATHER'S "	" BROTHERS & SISTERS	" FAMILY	KNOWS TODAY	KNOWS YESTERDAY	" TOMORROW	" DAYS OF WEEK	" MONTH	" LAST MONTH	" NEXT MONTH	" MONTHS OF YR.	" THIS SEASON	" LAST SEASON	" NEXT SEASON	" HOW MANY SEASONS	" SEASONS	" MONTHS IN SEASONS
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
6	Kristin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X					
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
15	Carmello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				

PROGRESS REPORT

Color Color "n" Form Number

/-Introduced

X-Completed

		Match colors-1,2,3	Identify colors-1,2,3	Name colors-1,2,3	Match colors-all	Identify colors-all	Name colors-all	Match word card to color	Rearrangement of colors	Shades of colors	Color and Form #1-5	Vertical plane	Horizontal plane	Vertical-horizontal	Sorting-Beads	Stringing beads	Number-beads	Number-count 1-10	Number Cards	Match word cards	Numerals 1-10	Match word cards	Match numerals to #	Write numerals	Vertical column	Horizontal line	Computation	Happy Trails in Numberland				
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/					
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/					
6	Kristin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/					
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
15	Carmello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									

PROGRESS REPORT

Solids Forms Planes

/-Introduced

X-Completed

		Cube-sphere-pyramid	Match-Identify	Name	Tactile - Describe	Rearrangement	What's missing?	Dimension	Two dimensional figures	Circle-square-triangle	Rearrangement of cards	Outline figures	Templates at board	Templates at table	Double lined forms	Large form puzzles	Small form puzzles	Ellipsoid - Oval	Hemisphere-Half circle	Cross	Vertical-horizontal oval	Vertical-horizontal rec.	Double lined forms	Trapezoid	Pentagon	All forms - memory	Directionality	#screw-printing fingers	Diamond	Form board		
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
6	Kristin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
15	Carmello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

PROGRESS REPORT

Relationships

	/-Introduced X-Completed	Peg boards & pegs	Peg board designs	Large parquetry	L. parquetry designs	Small parquetry	S. parquetry designs	Size relationships	Three/two dimensional	Coins - Value	Tactile - Weight	Geometric Form Cards	Association Cards	Classification	Categories	Animal puzzles	Fruit puzzles	People puzzles	Length discrimination	Height discrimination	Width discrimination	Thickness discrimination	Texture discrimination	Speed	Distance	Time	Volume	Taste	Smell			
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
6	Kristin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
15	Carmello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			

PROGRESS REPORT

Motor

	/-Introduced X- Completed	Bilateral Imitation	Right Side	Left Side	Cross midline	Bilateral Circles	Bilateral Horizontally	" Vertically	Balance	Body Surfaces	Major Parts	Minor Parts	Moveable Melvin	Select R Side Body Parts	" L " "	Cross Midline	Crossed arms act.	" Leg act.	Directionality	Eye Movements
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	Kristin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15	Carmello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

PROGRESS REPORT

Auditory

/- Introduced

X- Completed

		Gross sounds	Sequence 2	Sequence 3	Environmental	Sequence 2	Sequence 3	Identification-tapes	Discriminate tones	Pitch pipe	Xylophone	Localization	Sound boxes	Sequence sounds	Buzzer Board	Auditory	Auditory-visual	Auditory-motor	Clapping patterns	Visual-motor	Clapping patterns	Auditory Stimulator
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	Kristin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15	Carmello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

PROGRESS REPORT

Phonics - Sound Blending

/-Introduced

X-Completed

			m f s a	b t g n	r p k	h y j	th	sh	ch	er	i	e wh ll	ue b d g	st th 3rd	ng	oo oo	ar	aw	o-e	a-e	i-e	u-e	ur	ou	y	oi	j qu x					
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
6	Kristin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
15	Carmello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				

Writing - Sounds - Combinations

/ - Introduced
X - Completed

		m, f, s, a	d, l, m	t, p, b	w, y, h	th, b-	sh	ch	a-	i	e	wh, dg, ll	st, z, f	ng	oo, ōō	ar	aw	o-e	a-e	i-e	u-e	ew	ou	ay	oi	qu, gu	x
		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1	Gale	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Randy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Pam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	Lena	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Terry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	Kristine	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	/	/	X	X	X	X	X	X
7	Peter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	Kim	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9	Bunnie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	John	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11	Rodney	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
12	Bobby	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
13	Brenda	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	Melanie	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15	Caronello	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	Eldon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Reminders

1. Study the manual periodically to make sure that new material is introduced in and through the sequence of development.
2. Refer to the references at the end of each section and the bibliography for additional information.
3. Be sure that responses are exact for specific learning tasks.
4. Correct mistakes on the spot to prevent repetition of incorrect responses.
5. Be sure that the child completes each activity successfully before going on to another activity.
6. Stay within the sequence until each progressive step is overlearned, so that it will be remembered. Much repetition and reinforcement might be necessary, but the activities may be varied within the sequence to maintain interest.
7. When hand dominance is not established, determine the dominant eye and encourage the child to use the hand on the same side. If the child is ambidexterous, encourage the use of the right side. (Right handed world)
8. Encourage the use of the hand that is being trained for all activities.
9. Introduce each new sequential step with concrete objects that can be physically manipulated, and then make the transfer to their representational forms.
10. Construct all designs with concrete objects in vertical plane, initially, and then in horizontal plane.

11. Introduce design cards for reproduction with concrete objects in vertical plane and then transfer to horizontal plane.
12. Introduce all pre-writing and writing exercises at the chalkboard (vertical plane), initially.
13. Insist that the child maintains correct posture for all pre-writing and writing exercises at the chalkboard and at the tables. The elbow should be near the body and the wrist should be straight.
14. Insist upon specific and accurate performance in all pre-writing and writing exercises for the kinesthetic reinforcement.
15. Develop the language related to all perceptual training.
16. Elicit complete sentences for all verbal responses.
17. Accept only accurate and precise articulation in the phonic drills, so that the child develops correct kinesthesia for the sound.
18. Introduce the letter cards in vertical plane.
19. Insist that the child traces each letter exactly for kinesthetic reinforcement, and have him continue the tracing until he can write the letter in the air and on the chalkboard from memory.
20. Make sure that the child stands directly in front of the letter that he is tracing.
21. Use fingers for sequence of sounds for rate and recall of sounds and blending of sounds.
22. Make sure that the child faces you directly and that the back of your hand is toward the child to ensure that progression of the lifted thumb and fingers is from the child's left to right.

23. Introduce each phoneme/grapheme with the primary spelling and practice blending with the primary spelling, initially. Then introduce the secondary spelling(s) through the sequence.
24. Move through each sequence as quickly as possible to maintain interest and challenge the child, but always work within a success pattern.
25. Use honest praise.

PART VI

INSTRUCTIONAL MATERIALS

157a

INSTRUCTIONAL MATERIALS

American Guidance Service (AGS)
Publications Building
Circle Pines, Minnesota 55014

- Peabody Language Development Kits
  - Primary
  - Level I
  - Level II

American Printing House for the Blind, Inc.
Box 6085
Louisville, Kentucky 40206

- Specially lined writing paper 8½" x 11"

Continental Press, Inc.
Elizabethtown, Pennsylvania 17022

- Books for Liquid Duplicators:
  - Thinking Skills - Level A
  - (Transparencies - Level A)
  - Thinking Skills - Level B
  - Thinking Skills - Levels 1 and 2
  - Beginning Sounds - Levels 1 and 2
  - Visual Readiness Skills - Level 1
  - Useful Language - Level 2
  - Long and Short Vowels
  - Reading - Thinking Skills - Pre-Primer Levels 1 and 2
  - Reading - Thinking Skills - Primer Levels 1 and 2
  - Rhyming - Levels 1 and 2
  - We Work with Numbers - Part 1, 2, 3

Creative Playthings
Princeton, New Jersey 08540

- Color Paddles
- Sound Cylinders
- Plane and Solid Geometric Forms
- Form Boards
- Dissected Circles
- Hand Prints
- Foot Prints
- Number Rods
- Cylinder Sets (4)
- Shaded Color Tablets

Developmental Learning Materials (DLM)
7440 North Natchez Avenue
Niles, Illinois 60648

- Body Concept Spirit Masters I and II
- Clear Stencils
- Colored Inch Cubes
- Design Cards for Colored Inch Cubes
- Rhythm Band Instruments
- Buzzer Board
- Buzzer Board Pattern Cards
- Large Parquetry
- Design Cards for Large Parquetry
- Small Parquetry
- Design Cards for Small Parquetry
- Pegboard Designs
- Peg Pads
- Color Association Picture Cards
- Association Picture Cards I, II, III
- Motor Expressive Language Picture Cards I and II
- Sequential Picture Cards I, II, III
- Desk Chart (small pocket chart)
- Counting Picture Cards
- Same or Different Size Cards
- People Puzzles
- Animal Puzzles
- Auditory - Familiar Sounds
  (Pre-recorded Tapes and Flash Cards)
- Auditory Perception Training (Total Program)
  (Pre-recorded Tapes and Duplicator Sheets)

Early Learning
Lauri Enterprises, Mfrs.
Phillips-Avon, Maine 04966

- Feel and Match (Textures)

The Economy Company
Oklahoma City, Oklahoma 73101

- Visual Aids Language Development
  Cards - Group B
- Visual Aids Pocket Chart (Calendar)

Educational Activities, Inc.
Freeport, New York 11520

Records:
Learning Basic Skills Through Music
Volumes 1 and 2 - Hap Palmer

- Learning Basic Skills Through Music - Building Vocabulary - Hap Palmer
- Dancing Numerals - Hap Palmer
- Sounds, Words, and Action - Cratty
- Basic Awareness Through Music - Stallman and Susser
- Basic Concepts Through Dance Series - Carr
- Alphabet and Number Manipulatives

Educational Record Sales
157 Chambers Street
New York City, N.Y. 10007

Records:

- Dance a Story - Ann Leaf Barlin
- Body Parts - Ann Leaf Barlin

Educational Teaching Aids
A. Daigger and Co.
159 W. Kinzie Street
Chicago, Illinois 60610

- Pink Tower (Cubes)
- Rubber Tower
- Metal Insets
- Sound Sight Skills (Pre-recorded Tapes and Workbooks)
- Daily Sensorimotor Training Activities (A Handbook for Teachers and Parents)

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

- Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship - Gillingham and Stillman (Manual and Phonics Drill Cards)

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

- Move, Grow, and Learn Program - Frostig
- Developmental Visual Perception Program - Frostig
- Sound Order Sense - Semel (Developmental Program in Auditory Perception) (Records and Workbooks)

Ideal - Special Education
Washington School Supply Company
300 Westlake Avenue North
Seattle, Washington 98109

- Colored Sticks
- Ezicount
- Pupil's Counting Frame
- Plastic Counters
- Multi-sensory Numerals
- Number Rods
- Formboards - Shapes
- Formboards - Size
- Peg Boards and Pegs
- Weaving Mats
- Perceptual Development Cards
- Grove-Tex Money Kit
- Pyramid Puzzles
- Action Pictures
- Alphabet Desk Cards
- Chart Rack

Instructional Materials and Equipment Distributors
1415 Westwood Blvd.
Los Angeles, California 90024

- Perceptual Communication Skills
(Developing Auditory Awareness and Insight)
(Manual and Workbooks)

Instructo
1635 North 55th Street
Philadelphia, Penn. 19131

- My Face and Body - Flannel Board
- Opposite Concepts - Flannel Board

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, Pa. 15907

- Manual for Perceptual-Motor Activities
- Manual of Primary Perceptual Training
- Auditory Stimulator Program
(Manual and Workbooks)

McGraw Hill/Early Learning
Paoli, Pennsylvania 19301
- Vowel Combination Playing Cards
- Consonant Combination Playing Cards

McGraw Hill Book Company
Webster Division
Manchester Road
Manchester, Mo. 63011

Developing Learning Readiness Program
(Includes Movable Melvin)

Milton Bradley Company
Springfield, Massachusetts 01101

Perceptual Development Kits

Phonovisual Products, Inc.
Washington, D.C. 20016

Better Speech and Better Reading - Schoolfield
Vowel Picture-Pack and Consonant Picture-Pack
Phonic Rummy Games - Sets A, B, C

Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

Kindergarten Fun
(Manual and Workbooks)

Tapes Unlimited
A Division of Education Unlimited Corp.
Detroit, Michigan 48232

Auditory Perception Program
(Pre-recorded Tapes and Spirit Masters)

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

Colored Beads and Pattern Cards
Graduated Cylinders
Tactile Finger-Tracing Cards
Form Puzzles
Geometric Shapes
Association Cards
Fruit and Animal Puzzles

Approaches to Learning
(Pre-service and In-service Training for Teachers)

Winter Haven Lions Research
Lions Research Foundation, Inc.
Box 1045
Winter Haven, Florida 33880

Winter Haven Perceptual Program
Templates
Cut-Outs

The following materials may be hand made or purchased at a local variety store or department store:

- Bean bags
- Jump ropes
- Yarn for worsteds
- Strips of colored paper
- Color charts and duplicates for shades of color
- Strip charts
- Noise makers: clickers, whistles, bells, etc.
- Pitch pipe
- Objects: toy animals, dishes, silverware, etc.
- Opaque touch bag (corduroy)
- Form cards
    - Solid black forms on 4" x 4" cards
    - Outline forms on 4" x 4" cards
    - Solid black forms on 8" x 8" cards
    - Outline forms on 8" x 8" cards
    - Outline forms on 8½"x 11" paper
- Arrow for directionality
- Hand with pointing finger for directionality
- Hand prints
- Foot prints
- Form boards - recessed with matching insets (Tactile training)
- Touch tablets
- Texture - matching pieces of material 2" x 3"- leather, foam rubber, velvet, satin, wool, silk, etc.
- Surface board with pieces of various materials pasted on both sides but in different position
- Taste box
- Smell box
- Objects for counting: sticks, pencils, marbles, coins, buttons, etc.
- Geometric shapes - size discrimination
- Felt pieces cut into graduated sizes: circles, squares, triangle, rectangles, etc.
- Rubber bottle stoppers - Graduated sizes
- Pocket charts
- Calendar - pocket chart
    - Calendar word and number cards

Word cards to match color cards, form cards,
noun cards, number cards
Written command cards 1½" x 9½"
Run, Jump, etc.
Manuscript and cursive letter cards 6" x 9"
(Copyright 1972 by Ethel S. Jordan)
Yale Charts

Equipment:

- Full length mirror
- Walking beam
- Slant board
- Chart rack
- Language Master
- Stereo tape recorder and headphones
- Cassette tape recorder
- Record player

FILMS

Early Recognition of Learning Disabilities	National Audiovisual Center National Archives and Records Service Washington, D.C. 20409
Teaching a Child to Talk	State Library Boise, Idaho 83702
Why Billy Couldn't Learn Anyone Can	CANHC Movie Distribution 6061 West 75th Place Los Angeles, Calif. 90045
Bright Boy, Bad Scholar Old Enough But Not Ready I'm Not Too Famous At It	Contemporary Films McGraw-Hill 828 Custer Ave. Evanston, Illinois 60202
Oral Language-A Breakthrough to Reading	Ohio State University Department of Photography 156 West 19th Ave. Columbus, Ohio 43210
Joy of Learning	Columbia Forum Productions 10621 Fable Row Columbia, Md. 21043
Looking at Children	Health and Welfare Division Metropolitan Life Insurance Co. 600 Stockton Street San Francisco, Calif. 94120
Visual Perception and Failure to Learn	Visual Aids Service 1325 South Oak Champaign, Ill. 61820
Visual Perception Training in the Regular Classroom	Aims Instructional Media Services P.O. Box 1010 Hollywood, Calif. 90028
I'm Really Trying (Marcus Welby Series)	Association for Children with Learning Disabilities 2200 Brownsville Road Pittsburgh, Pa. 15210

ASSOCIATIONS

Association for Children with Learning Disabilities	2200 Brownsville Road Pittsburgh, Pa. 15210
Council for Exceptional Children (Division for Learning Disabilities)	1411 S. Jefferson Davis Highway - Suite 900 Arlington, Virginia 22202
California Association for Neurologically Handicapped Children	P. O. Box 604 Main Office Los Angeles, California 90053

PERIODICALS

Academic Therapy (a quarterly)	1539 Fourth Street San Rafael, Calif.94901
Journal of Learning Disabilities	5 N. Wabash Chicago, Illinois 60602
Children's House	P.O. Box 111 Caldwell, N. J. 07006

PUBLICATIONS FOR PARENTS

The Exceptional Parent	P.O. Box 101, Back Bay Annex Boston, Mass. 02117
ABC Expectations	300 Wilder Bldg. St. Paul, Minnesota 55102
CANHC-Gram	P.O. Box 604, Main Office Los Angeles, Calif. 90053
"Closer Look" Newsletter	Special Education Information Center U.S. Department of Health, Education, and Welfare Box 19428 Washington, D.C. 20036
ACLD Items of Interest (Newsbriefs)	67 Patti Lynn Lane Houston, Texas 77024

PART VII

BIBLIOGRAPHY

BIBLIOGRAPHY

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contents

ITEMS		ORDER NO.
Developing a Child's Potential	207 pages	00064-01
Set of Phonics Cards	90 pages	00064-02
Auditory Perceptual and Language Development Training Program	169 pages	00064-03

For other instructional units from this same project, see:

notes

This program utilizes films, slides, videotapes, and various standardized tests. Other materials which proved most beneficial in the program's implementation include: Montessori methods and materials, Peabody Language Development kits and manuals, Developmental Learning materials and manuals, Teaching Resources materials and manuals, Frostig materials and manuals, Karnes materials kits and manuals, Trimble *Handbook for Perceptual Development,* Kaplan *Auditory Stimulator* workbooks and manuals, Herr *Auditory Awareness* workbooks and manual, Semel *Sound Order Sense* workbooks and manual, Brady-Konicki-Leedy *Daily Sensorimotor Training,* Gillingham-Stillman *Remedial Training* manual and materials, *Phonovisual Method* manuals and materials, Schoolfield *Better Speech and Better Reading,* and *Open Court Method* manuals and materials. Included in this package of materials are original phonics cards which should be reproduced and utilized if the program is implemented.

Project Evaluation. This program has not been formally evaluated, but has been informally evaluated on several occasions with positive results. The informal evaluation statements are included with the materials.

curriculum briefs

cb 00064

SPECIAL EDUCATION

EC

Special Education. Ethel S. Jordan and Idaho State Department of Education, 517 Coston Street, Boise Idaho 83702. ESEA Title III. 1972.

SUBJECT/CONTENT	INSTRUCTIONAL LEVELS	TARGET GROUPS	TEACHING METHODS	LEARNING ACTIVITIES	TESTING TECHNIQUES
Special Education Perceptually Handicapped Handicapped Students	1-4	Perceptually Handicapped Handicapped Students	Single Teacher Special Education Teachers Clinical Diagnosis Clinical Personnel (School)	Listening Speaking Writing Reading	Pretesting Post Testing Standardized Tests

abstract

(Abstracts are either written by the developers, or are based upon descriptive information provided with the curriculum materials.)

This program was implemented in order to identify, diagnose, and train children exhibiting academic learning problems due primarily to disturbances in auditory perception and language development. Children are selected through screening and tests administered by speech and hearing specialists. The children selected learn the training of body movements and the discrimination of colors, forms, and gross sounds and tones; they also develop the language associated with all these activities. An alphabetic-phonetic-structured-sequential method of teaching reading, writing, and spelling, along with a multisensory approach, is employed and coordinated with a highly structured system of teaching written language. The procedures include training in motor perception, auditory perception, and visual perception, and on-going training in language skills and auditory and visual memory. In this approach the child functions within a success pattern each step of the way, gains confidence in the ability to perform, develops a love of learning, and builds self-esteem and a positive self-image. *Developing a Child's Potential* contains complete and detailed information on the nature of learning disabilities, the means for identifying children with learning disabilities, testing procedures, and the training program. Included are the methods and materials presented in inservice training workshops, a complete bibliography, and a list of the sources for materials used in the project.

critical annotation

(Critical annotations are the express views of the reviewer.)

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